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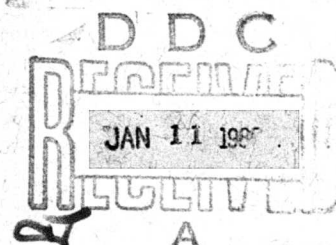
SURVEY OF THE EDUCATIONAL PROGRAM

THE ADJUTANT GENERAL'S SCHOOL

Camp Lee, Virginia

MAY 1948

The Adjutant General's Office
Personnel Research and Procedures Branch
Personnel Research Section



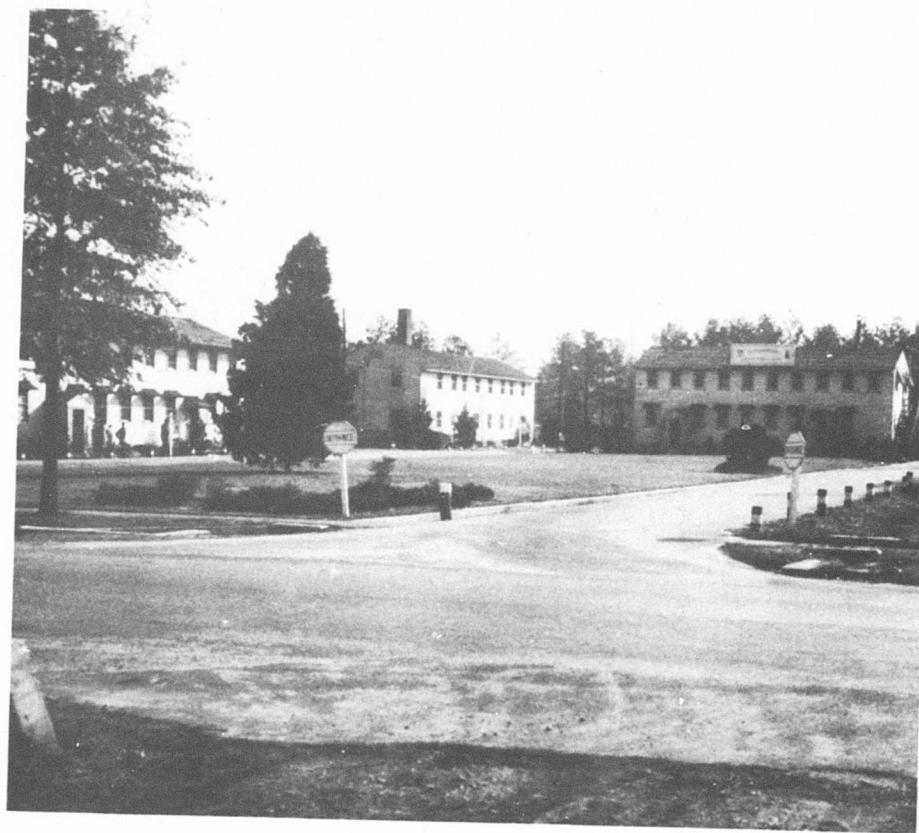
REPORT AND RECOMMENDATIONS
PROGRAM NO. PR-4115
BY A SPECIAL SURVEY COMMISSION

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Research NOTE

51-48



HEADQUARTERS BUILDINGS
THE ADJUTANT GENERAL'S SCHOOL
CAMP LEE, VIRGINIA

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SURVEY OF THE EDUCATIONAL PROGRAM
THE ADJUTANT GENERAL'S SCHOOL
Camp Lee, Virginia.

11
MAY 1948

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202

The Adjutant General's Office
Personnel Research and Procedures Branch
Personnel Research Section

REPORT AND RECOMMENDATIONS
PROGRAM NO. PR-4115
BY A SPECIAL SURVEY COMMISSION

14 AGO-PRP-RN-51-48

9 Research note.

FOREWORD

The report which follows sets forth the findings and recommendations of the Special Survey Commission which surveyed The Adjutant General's School, Camp Lee, Virginia, during the period 1 to 5 December 1947 and 9 to 11 February 1948, at the request of the Commandant of the School, Colonel Harris F. Scherer, AGD. The members of the Commission were as follows:

Dr. Wilton P. Chase, Chief, Technical Information and Liaison Unit, Personnel Research Section, Personnel Research and Procedures Branch, AGO, Chairman

Dr. Donald E. Baier, Chief, Personnel Research Section, Personnel Research and Procedures Branch, AGO

Dr. Mitchell Dreese, Dean of the Summer Session and Professor of Educational Psychology, The George Washington University, Washington, D. C.

Dr. Edwin R. Henry, Consulting Personnel Psychologist, Richardson, Bellows, and Henry, Inc., New York, New York

Dr. Jacob S. Orleans, Psycho-Educational Adviser, Command and General Staff College, Fort Leavenworth, Kansas

The professional qualifications of the respective members of the Commission are set forth in Appendix A.

The Commission had complete freedom in conducting the survey in regard to methods to be employed, data to be collected, and recommendations to be made. It has examined all of the aspects of the School which were deemed to be of importance to the overall educational program of the School. It has arrived at the conclusions and recommendations set forth in this report after careful consideration of the factors which influence the effectiveness of the School in accomplishing its training mission. To the extent considered practicable by all concerned, the Personnel Research Section of the Personnel Research and Procedures Branch, AGO, will provide necessary assistance for the conduct of such further studies as will aid in implementing the recommendations of the Commission.

For those who have only a limited time for reading, the Summary of the Findings and Recommendations as given in Chapter I, Section II, pages 7 through 16, has been prepared. It is suggested that Chapter XVII, Implementation of Recommendations, beginning on page 104, also be read by such persons.

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CHAPTER I

INTRODUCTION

I. SCOPE AND PURPOSE OF THE SURVEY

1. Pursuant to the recommendation of Colonel Harris F. Scherer, AGD, Commandant of The Adjutant General's School, Camp Lee, Virginia, to The Adjutant General, the Personnel Research Section was requested by the Chief, AGD Branch of the Management Staff Division, AGO, to undertake a survey of The Adjutant General's School. The request was set forth in Disposition Form, File Number AGCA-T, Subject: Survey of Educational System of The Adjutant General's School, dated 29 October 1947. The scope of the survey was defined in the Disposition Form as follows:

"All aspects of the School's activities should be surveyed, including organization, administration, physical facilities, content and the organization of curriculum, selection and training of instructors, instructional methods, use of instructional aids, personnel requirements (including civilian experts, if any), examining and grading procedures, and extension courses. The report should include specific recommendations, as well as general findings."

2. As set forth in AR 350-1800 (see Appendix B), the objectives of the School are:

"a. To instruct and train Army personnel in approved doctrines, administrative methods, and operative procedures in all phases of the duties and responsibilities of The Adjutant General's Department as prescribed in law and regulations.

"b. To facilitate the exchange of views of experienced administrative personnel relative to practical problems of The Adjutant General's Department.

"c. To serve as an experimental agency of The Adjutant General in the study, development, and standardization of general administrative methods and operative procedures of The Adjutant General's Department, particularly of the following:

- (1) Personnel procurement, classification, reclassification, and personnel management.
- (2) General business administrative procedures within the responsibility of administrative personnel.
- (3) Methods and systems of record-keeping, for historical as well as current operative uses, pertaining to individuals and units, with the attendant assembly, collation, storage, preservation, and documentation of such records.
- (4) The development of administrative supplies and special equipment for administrative offices.

"d. To assist in the preparation of instructional manuals and pamphlets covering all phases of administration.

"e. To assist in the preparation of instructional material for the Army Extension Courses of The Adjutant General's Department.

"f. To disseminate, as directed by The Adjutant General, information pertaining to instruction and training used and developed at The Adjutant General's School."

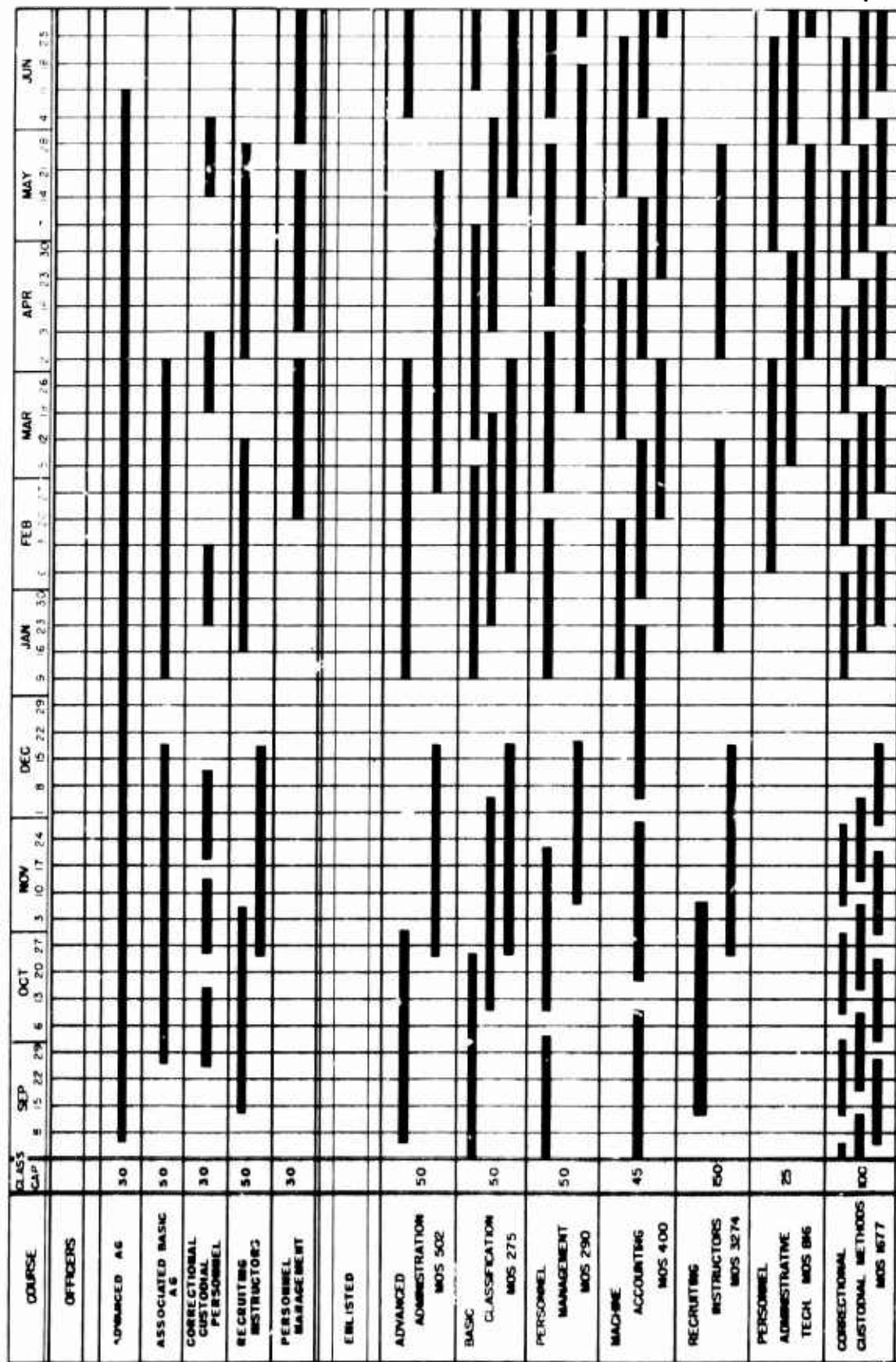


Figure 1
Courses of Instruction September 1947 - July 1948

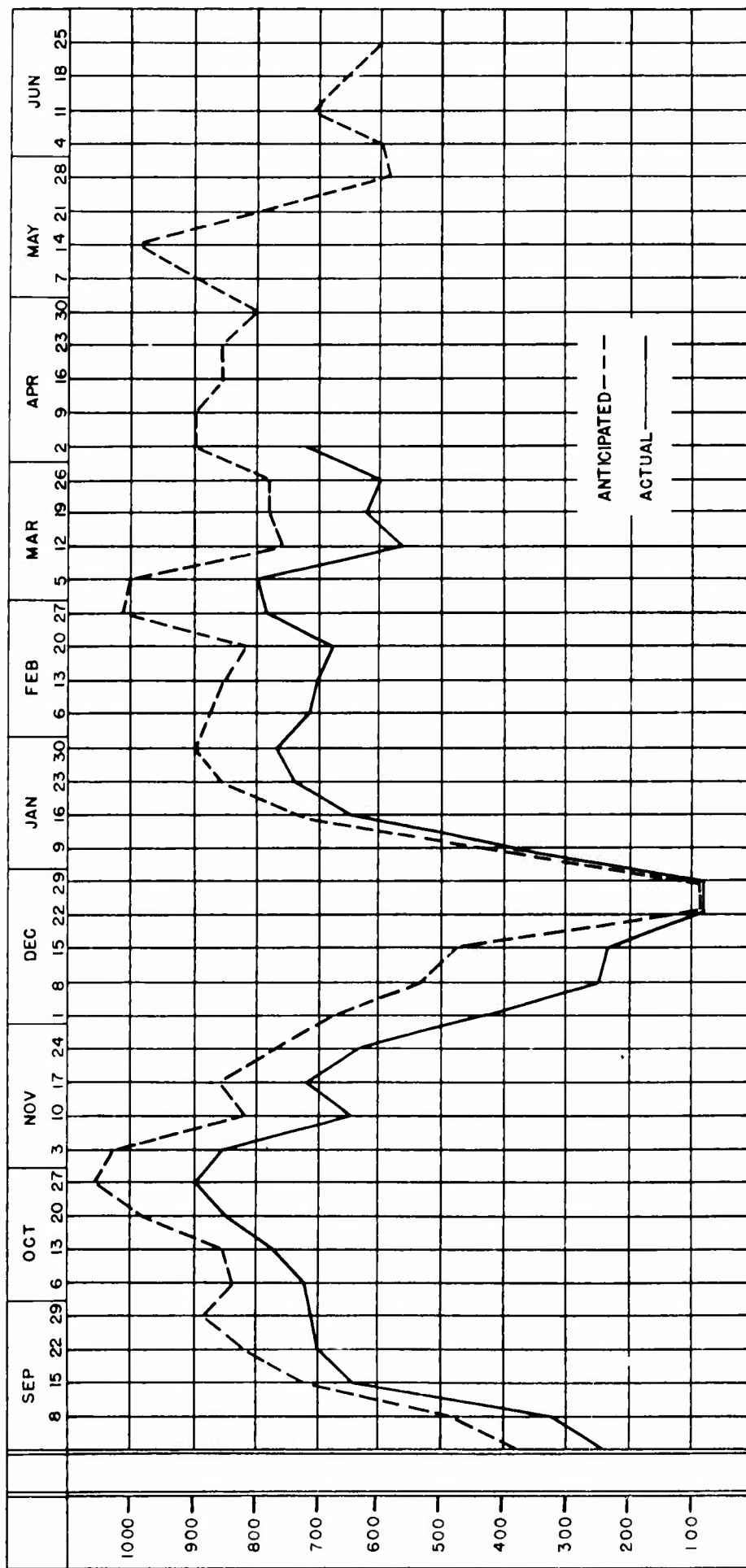


Figure 1a

Anticipated and Actual Total Enrollment Courses of Instruction September 1947 - July 1948

3. At the present time, the School is performing functions which come under the purview of paragraphs 2a, d, e, and f above. No activity at the School is identified readily as fulfilling the provision set forth in paragraph b. The functions detailed in paragraph 2c are being performed by the various sections which have been established in The Adjutant General's Office for the purposes of conducting research and development in the matters indicated.

4. The main responsibility of the School is in the conduct of courses of instruction, both resident and extension, for officer and enlisted personnel, in order to prepare them to perform the duties of various military occupational specialties which are the primary responsibility of The Adjutant General's Department. The different resident courses run for varying periods of time. Separate quotas have been established for each course. Figure 1 shows graphically the courses of instruction which were given from September 1947 through June 1948. The graphs show the length of the various courses, the authorized enrollment in each, and the anticipated and actual enrollment for the School as a whole.

5. The objectives of each course including two new courses which recently have been inaugurated (the Officers' Personnel Management Course and the Enlisted Administrative Technicians' Course, MOS 816) are as follows:

a. Courses for Officers

(1) Advanced Adjutant General Officers' Course:

To train officers in sound principles of administration; to give them a working knowledge of the organization, functions, and operations of adjutants general and related activities; to develop, by study and research, improved administrative methods with the objective of constantly insuring efficient administrative support of the fighting forces; and to provide a general foundation for subsequent instruction at a general Service School.

(2) Associate Basic Adjutant General Officers' Course:

To train officers in sound principles of administration; to give them a working knowledge of the organization, functions, and operations of adjutant general offices of divisions and comparable units and installations; and to develop, by practical study, the faculty of improving administrative methods with the objective of constantly insuring administrative support of the fighting forces.

(3) Officers' Correctional Custodial Personnel Course:

To train and produce male officers to function efficiently as custodial personnel in correctional installations.

(4) Recruiting Instructors Course:

To develop officers into instructors capable of training recruiting personnel in the most efficient and productive methods and techniques of recruiting.

(5) Officers' Personnel Management Course:

To produce officers and warrant officers qualified to supervise and administer the Army Personnel System and particularly the Career Guidance Program.

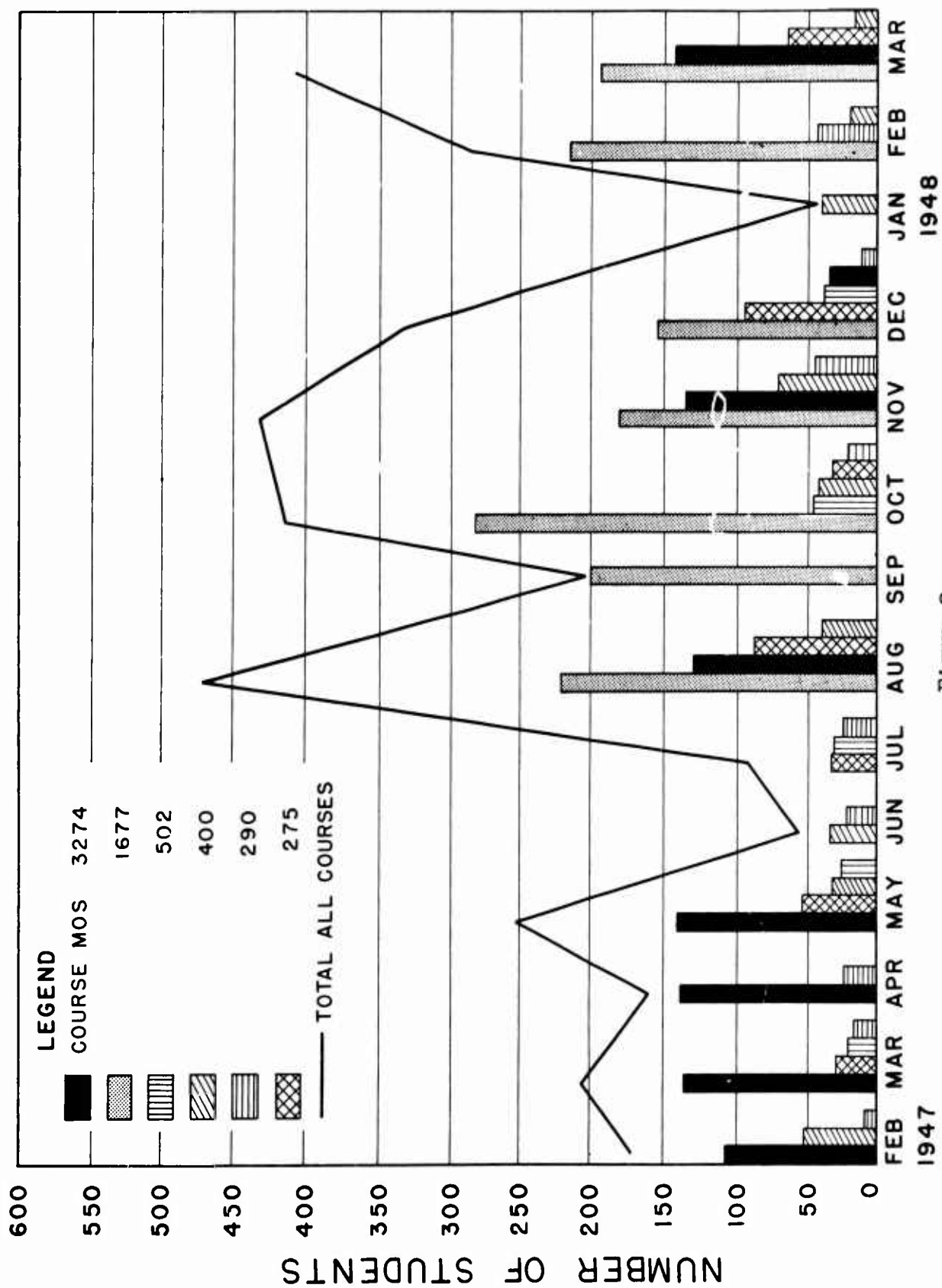


Figure 2

Enlisted Graduates 1947 and 1948

b. Courses for Enlisted Personnel

(1) Advanced Administration (MOS 502):

To train and develop selected enlisted personnel for administrative assignments involving performance of duties comparable to those of chief clerk, sergeant major, section chief, or principal clerk.

(2) Basic Classification (MOS 275):

To produce enlisted personnel qualified to perform the duties of Classification Specialists in any Army unit in time of peace or war.

(3) Personnel Management (MOS 290):

To produce personnel qualified to function efficiently as Personnel Management Technicians.

(4) Machine Accounting (MOS 400):

To train enlisted personnel as electric tabulating machine operators for duty in machine records units.

(5) Recruiting Instructors (MOS 3274):

To develop enlisted men into instructors capable of training recruiting personnel in the most efficient and productive methods and techniques of recruiting.

(6) Correctional Custodial Methods (MOS 1677):

To train personnel to function efficiently as guards in a military correctional installation.

(7) Administrative Technicians' Course (MOS 816):

To train selected enlisted personnel as enlisted administrative technicians qualified in administrative, personnel classification, and other related clerical duties normally performed in Unit Personnel Offices.

6. The Survey Commission made two visits to the School, one between 1 and 5 December 1947 and the other between 9 and 11 February 1948. During the visits the members of the Commission undertook to study and report on the following aspects of the School:

a. Location and Facilities of the School:

Is Camp Lee, Virginia, an appropriate location for The Adjutant General's School?

Are the physical facilities suitable for School use?

Are there an adequate number of classrooms?

Are the classrooms properly furnished?

Are they adequately lighted?

Are they comfortably heated during cold weather?

Are they reasonably comfortable for occupancy in warm weather?

Are they readily accessible in relation to the living quarters of the students?

Are they conveniently located in relation to the offices of staff and faculty members?

Is there sufficient office space for staff and faculty members?

Is there adequate maintenance of buildings?

b. Organization and Administration:

How is the School organized to carry on the various programs of instruction?
How are the various courses administered?
How do the administrative offices function in support of the training mission?

c. Personnel:

Is there an adequate number of personnel to perform the various functions of the School?
What additional positions and personnel would contribute to the improvement of School functions?
Can any positions currently established be eliminated to effect savings in personnel?

d. Selection of Faculty:

What is the present procedure for the selection of instructors, officer and enlisted?
What are the bases for the present selection procedure?
What are the qualifications by which instructors are selected?
What procedures should be adopted to insure the most satisfactory procedure for selection of officer and enlisted personnel for assignment as instructors?
Is the tour of duty of officer instructors of sufficient length to insure their maximum usefulness as instructors at the School?

e. Training of Instructors:

What is the present program of instructor training?
What are the plans for the further development of a program of instructor guidance?
What should be the functions of the program?
What modifications should be made in instructor training in order to increase its effectiveness?

f. Student Selection and Guidance:

How are students selected (both officer and enlisted)?
Are all personnel who have particular and appropriate MOS's attending or scheduled to attend approved courses at the School?
What are qualifications of the students in the various courses?
What information is obtained on the students other than that available from military records which are forwarded to the School?
What research needs to be undertaken to determine qualifications for admission and to provide a basis for assignment upon completion of a course?
What use is made of information which is available about students?
What is the organization of the faculty advisory system and how does it function?
What is done about students who are deficient in reading ability, arithmetic ability, study skills, knowledge of military information, lack of fundamental aptitudes, skills, and the like, and who, as a result, are handicapped in achieving academic success?
What provisions have been made for handling students' personal problems which interfere with academic achievement?

g. Programs of Instruction:

What procedures are involved in establishing courses at the School?
What job analyses are available for the MOS's in which training is given?
Has any study been undertaken to determine the significance of the content

of the various courses in relation to duties for which personnel are being trained?

Have the various courses been organized on a functional basis to insure that what is taught properly equips personnel to perform the duties which are characteristic of the particular MOS?

Is it desirable to include in the Advanced Adjutant General Officers Course the material for adjutants general which has been prescribed as being common in advanced officers' courses for all arms and services? Could a combined course with the Quartermaster School be given to cover common material?

h. Instructional Methods:

What are the various instructional methods used at the School and of what does each consist?

What portion of the total time is devoted to each method?

What are the principles underlying the use of each method?

How appropriate are the methods to the content for which they are used?

How do the methods work in practice?

How effective are the methods?

What modifications in methodology now in use would increase effectiveness in learning?

Have types of instruction been selected in relation to the effectiveness in accomplishing the various training missions of the School?

i. Materials of Instruction:

What types of materials are available for instructional and learning purposes?

What are the facilities for preparing such materials and for making them available?

How are the materials and facilities used?

What other personnel materials and facilities are needed?

How can the materials of instruction, their use and facilities, be made more effective?

What attention is given to relate particular instructional aids to particular topics in order to make a proper selection of appropriate aids?

What kind of library of instructional aids is maintained?

Are facilities available for recording classroom activities?

What use is made of these facilities?

Is there an adequate number of appropriate training films available?

j. Library:

What library facilities are available to instructors and students?

What time is allotted in the programs of instruction for supervised study during which library facilities could be utilized?

Are there departmental libraries?

What is the organizational control of the library and how does it affect its functioning in relation to instructors and students?

k. The Evaluation Program:

What is the present evaluation and marking program of the School?

Who determines what examinations will be given and how they will be prepared?

For what purposes are the examinations employed?

Who determines how examinations will be scored and what will be done with the results obtained?

What analysis is made of examination results?

What use is made of the analysis (both in theory and in practice)?

Is a file of items for examinations maintained?

How effective is the present evaluation program?
Is there a need for a civilian test technician to assist in the development of examinations for the School?
What special abilities are noted on the academic report for officer students attending the various courses?

1. Extension Courses:

What are the purposes of the extension courses as presently conceived?
What is the content and organization of the courses?
What is the plan for the operation of the extension courses?
How effective are the courses likely to be?
Who prepares the extension courses?
What use is made of objective type exercises and examinations in the extension courses?
Are the administrative procedures for handling extension courses adequate and efficiently managed?

m. Welfare of Enlisted Students:

Are enlisted students adequately housed?
Are the messing facilities well managed and is the quality of the food served of a high order?
Are enlisted students required to perform military duties in addition to attending the classes?
What recreational facilities are available to enlisted students?
Are transportation facilities adequate?

n. Welfare of Officer Students:

What quarters are available for bachelor officers?
What quarters are available for married officers attending the Advanced Adjutant General's Officers' Course?
Are messing facilities conveniently located for officer students?

o. Training Doctrine:

Is there an adequate and close liaison between the School and The Adjutant General's Office for obtaining quickly the information needed for the development of training doctrine?
What office in the School is responsible for determining whether training doctrine is up-to-date?
What is the relationship between the School and other Army schools, especially the Command and General Staff College?
What facilities and opportunities, including travel, exist for instructors to undertake necessary research to prepare their subjects?

7. Collection of Data for the Study:

a. In the conduct of the study the members of the Commission individually, and as a group, held conferences with the Commandant of the School, the Director of Training (Assistant Commandant), the officer-in-charge of instructor guidance, the various department heads and course directors, officer instructors, and enlisted instructors.

b. Such written material as was available was collected. This included Department of the Army publications regulating the functions of the School, approved programs of instruction, charts and graphs revealing information concerning the organization and functioning of the School, training memoranda, student handbooks, and materials relating to the SOP of the School.

c. Visits were made to various classrooms for the purpose of observing instruction in progress.

d. Informal conversations were held with students while visiting classrooms and a company mess. Visits were made to the Library and the Visual Training Aids Section. Visits were made to the Office of the School Secretary, the offices of the extension department, and the offices of various members of the teaching departments.

II. SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

The report of the Survey Commission is presented as a series of chapters following the Introduction. Each chapter discusses the findings of the Commission as related to one aspect of the study. Each describes the present conditions, plans, and procedures; offers relevant evaluations and criticisms; and sets forth recommendations concerning desirable modifications. Since the primary concern of the survey is with situations where improvement can be made in the work of the School, the Commission has limited this report mainly to discussing those situations where it was felt that improvement could be made in accomplishing the mission of the School. As a result, many excellent aspects of the operation of the School have been ignored or described inadequately. The entire report is summarized briefly in the paragraphs immediately following. The recommendations which are made concerning each aspect discussed follow the summary paragraph.

1. Location and Facilities of the School (Chapter II)

a. Summary of the findings The location of The Adjutant General's School at Camp Lee, Virginia, is poor. The physical facilities are inadequate for the purposes of properly housing a school. Supporting services to the School from the post are insufficient and slow. Camp Lee, Virginia, is not located conveniently to resources needed for the proper fulfillment of the School's training mission.

b. Recommendations

(1) That an Adjutant General's Training Center be established on a post where there are permanent type buildings which can be converted to suitable facilities for the conduct of a school.

(2) That the post selected should be near a metropolitan center, where large industrial and business concerns are located and where a university with work of recognized standing in the fields of personnel psychology, personnel management, and business administration is established.

(a) The post also should provide as much opportunity as possible for the observation of and supervised practice in office and personnel management procedures which are typical of the Army situations for which students are being trained.

2. Organization and Administration (Chapter III)

a. Summary of the findings. Because of the dual organization, involving separate course directors and department heads, there is a duplication of effort and confusion in responsibilities regarding conduct of programs of instruction. By creating two new departments, namely, a Recruiting Methods Department and a Clerical Training Department, there will be a separate department with primary interest and concern in each course given at the School. Direction of various programs of instruction then can be vested in department heads. There is a definite need for the establishment of an Analysis and Review Section to consider the various matters which affect the overall development of the educational program at the School.

b. Recommendations

(1) That the position of course director be eliminated and responsibility for administering the separate courses be placed with the department heads providing the major portion of the subject-matter included in the courses.

(2) That two new departments be created, namely, a Recruiting Methods Department and a Clerical Training Department, to relieve the Administration Department of responsibility in these matters and to provide departments of primary interest for training courses corresponding to them.

(3) That an Analysis and Review Section be established directly under the Director of Training (Assistant Commandant) to act as his staff with the primary function to furnish analyses of all phases of the educational program and to guide its further development.

3. Personnel (Chapter IV)

a. Summary of the findings. The authorized personnel strength at the School is inadequate for maintaining its various activities. There is a need for additional positions to permit the employment of civilian specialists who can provide technical services on a continuing basis. Furthermore, an increased authorization for military personnel is needed to permit the School to increase its staff and faculty. There is a need for the development of a more practical basis for determining the needs for instructional personnel at the School than exists at present. Ability to adjust personnel ceilings quickly to meet emergency situations is most important.

b. Recommendations

(1) That the personnel ceiling of The Adjutant General's School be increased to provide the necessary personnel to maintain all of its various activities at a high level of efficiency with especial reference to eliminating the use of student personnel on extra duty rosters when it interferes with their attendance at classes.

(2) That additional positions be authorized to provide technically trained personnel needed to improve the educational program of the School.

(a) These positions include a psycho-educational adviser and a personnel technician (tests and measurements) for the proposed Analysis and Review Section; key civilian instructors; a professional librarian; and an instructional aids supervisor.

(3) That a more practical and realistic yardstick be determined for estimating the needs for instructional personnel at the School and that requests for additional instructional personnel to meet emergency situations be evaluated in terms of the justifications submitted, even if the request exceeds the established personnel ceiling.

(4) That a plan be developed to augment the staff of the proposed Analysis and Review Section during the summer months by utilizing reserve officers who are specialists in education and psychology.

4. Selection of Faculty (Chapter V)

a. Summary of the findings. The selection of officer instructors is too dependent upon chance factors. Present conditions which prevent retention of officers for an indefinite period present a considerable handicap in developing and retaining effective officer instructors. At the present time, there is no career for an officer in the Army in the capacity of an instructor at a school. Selection (and training) of officers to instruct at various service schools is an Army-wide problem. Selection of enlisted instructors can be made with a reasonable degree of assurance for obtaining potentially qualified and interested teachers. Their assignment as instructors is on a more permanent basis. The quality of instruction being obtained from enlisted instructors is excellent. Enlisted

classes are, in general, more responsive to enlisted instructors than to officer instructors. One possibility for providing more stability in the instructional staff at the School is to employ a few well qualified civilian instructors in the various departments where they can be used because of the nature of the subject matter taught.

b. Recommendations

(1) That a research program be undertaken by the Department of the Army on the subject of selection, assignment, and promotion of officer and enlisted instructors at Army schools to determine specifically:

- (a) Desirable qualifications for effective and successful instructors.
- (b) Instruments which can be employed in selecting potentially successful instructors.
- (c) The place of instructors in the career management program of the Army.
- (d) Necessary modifications in personnel policy and management to insure that Army schools are provided with the best possible instructors.
- (e) Proper allocation of grades to Army schools to insure that desirable instructors of a high calibre are assured of promotional possibilities.

(2) That as rapidly as possible the staff of enlisted instructors be increased to the point where enlisted courses are taught almost exclusively by them, provided that they are as well qualified to teach as are the available officer instructors.

(3) That a few key civilian instructors in the Civil Service Grades of P-4 through P-6 be appointed to teach non-military subject-matter provided:

(a) That the civilian instructors should have, or be able to obtain, the necessary military background so that their teaching can be functionally related to military situations.

5. Training of Instructors (Chapter VI)

a. Summary of the findings. The present instructor guidance program at the School possesses many commendable features, but is inadequate in relation to the problems presented. The problems include: relatively rapid turnover of instructor personnel; assignment of new instructor personnel untrained for teaching; inherent lack of interest in teaching at an Army school; assignment of instructors on an individual basis; lack of relationship between instructor guidance and the development of overall educational policies at the School; and the need for continuous in-service training of instructors. Many of the problems involved in maintaining an effective instructor guidance program at the School require consideration on an Army-wide basis for their eventual solution. In any case, many steps can be taken at the School to strengthen its instructor guidance program under present circumstances.

b. Recommendations

(1) That research be undertaken by the Department of the Army to determine the extent of the need for and the feasibility of establishing a central training school for Army instructors. The research should include:

(a) An investigation of the variety of educational methods and techniques which are employed to accomplish specific training missions at various training centers and schools in order to determine whether there are commonly employed ones. If this were found to be the case, it would be desirable and economical to establish a central training school or schools for potential instructors.

(b) An analysis of existing training methods to determine whether they are the most effective ones in relation to the training objectives of the programs of instruction in which they are employed.

(c) A determination of the amount of improvement which a central training school for instructors would make by raising the general level and effectiveness of Army instruction.

(2) That the Instructor Guidance Program at The Adjutant General's School be made a part of the work of an Analysis and Review Section.

(3) That the Instructor Guidance Program at the School be strengthened by increasing the variety of activities in which instructors will be engaged in the interest of improving their teaching and by relating the Program to the observed needs of the instructor specifically.

(4) That the Department of the Army investigate the problem of assigning instructors to The Adjutant General's School and, if possible, adopt a policy of assigning instructors to the School in groups not more than four times a year.

(5) That an objective rating method for the purpose of obtaining student evaluation of the instructional program be devised and employed.

(6) That the Commandant of the School request the Commandant of the Command and General Staff College, Fort Leavenworth, Kansas, for permission to detail the officer-in-charge of instructor guidance, and an assistant if possible, to audit the instructor guidance course to be given there during the summer of 1948.

6. Student Selection and Guidance (Chapter VII)

a. Summary of the findings. Prerequisites for attendance at the various courses at The Adjutant General's School have not been established on a valid basis in relation to requirements for successful performance of duties in the various MOS's for which training is given. Such prerequisites as have been established are based upon "expert" opinion as to what constitutes desirable qualifications. Selection of students who meet the established minimum qualifications is dependent more upon immediate availability of personnel for assignment to School in order to meet established quotas than it is upon the possession of the necessary suitable qualifications and interest in undertaking the training for assignment to duties in a particular MOS. In some enlisted courses, the percentage of volunteers for training in a particular MOS is high, and as a consequence, interest in training is high and student morale is excellent. In other courses, student morale is poor. Primarily needed are the results of personnel research which is currently in progress at the Department of the Army. This research will relate MOS requirements to personnel selection and will furnish a more valid set of qualifications as prerequisites for selecting personnel to attend the various courses at the School. There is needed a basis for a more orderly system of selection for attendance at the School than exists at the present time. An inventory test should be developed on an experimental basis to be given students entering each course. Such a test is needed to determine data regarding the qualifications of students. Also, it will be useful in determining what level of instruction is needed for students entering the various courses. In conjunction with the faculty advisory system, a student guidance service is needed to render diagnostic and remedial services in the area of educational counseling.

b. Recommendations

(1) That representation be made to the Department of the Army of the urgent need for research in order to establish more precisely qualifications for selection of personnel to attend the various courses at The Adjutant General's School and for determination of an orderly system of attendance for those personnel whose Army careers will be furthered by doing so.

(2) That an investigation be made at the School of the qualifications of students entering the various courses through the development and administration of inventory tests. These will permit the obtaining of data upon which to base determinations looking toward the securing of groups of students with relatively homogeneous backgrounds of knowledge and experience for the various courses.

(3) That the faculty advisory system be strengthened and a student guidance service, staffed with personnel qualified to render diagnostic and remedial services in the area of educational counseling, be established. This would include not only assistance with personal problems of a non-clinical nature, but the determination and correction of deficiencies in reading, arithmetic, study skills, knowledge of military information, and the like.

7. Programs of Instruction (Chapter VIII)

a. Summary of the findings. Precise definitions of the training missions of the various programs of instruction given at the School are lacking. Since training is given for the performance of the duties for specific MOS's or for staff and administrative positions, it is possible to obtain detailed job analyses which would reveal the training requirements for each. These could be used as the basis for the development of programs of instruction which should be organized realistically to provide practice in the performance of duties according to the job elements actually involved. At the present time, programs of instruction are organized according to what various experts think personnel should know in order to undertake the duties of the various MOS's for which training is given. The content is presented in some predetermined logical manner which may or may not be related to the information and skills used in the actual performance of duties. The approach is academic rather than practical, structural rather than functional. The practical work that is included in the various programs of instruction is usually unrelated to the content, which is presented in an academic manner. The programs of instruction are not totally ineffective organized as they are, but they can become more effective by being reorganized to provide learning situations which are related more closely to the actual performance of the duties in the various MOS's. By so reorganizing the programs of instruction, each will become more functional for training personnel to become proficient in the performance of the duties in an MOS or in a staff and administrative position.

b. Recommendations

(1) That The Adjutant General's School be furnished detailed job analyses, showing training requirements for each MOS, staff and administrative position for which personnel are trained in the various programs of instruction given at the School. Such job analyses should be based upon field research.

(2) That the various programs of instruction given at the School be reorganized on a functional basis. A clear-cut statement of the training mission for each course will serve as the basis for organizing the curriculum, selecting appropriate instructional methods, and evaluating student progress by examinations.

8. Instructional Methods (Chapter IX)

a. Summary of the findings. Methods of instruction at the School reflect stereotyped training practices which have been imposed upon the Army as a whole through the official training manual on Army instruction. More thought needs to be given to adopting instructional methods which are more suitable for the accomplishment of the specific training mission in each program of instruction. As a consequence, the actual practices are, for the most part, faulty in relation to content which should be included in each course in order to prepare students to undertake duties in the particular MOS for which they are being trained. At the present time, students spend too much time in classrooms listening in a passive manner. Much of the material presented in classrooms could be learned more effectively and efficiently if it were mimeographed or printed for individual study. There is need for the development of a greater variety of instructional methods. Those providing opportunities for learning various aspects of a job in a realistic manner in relation to the

job as a whole will place more emphasis upon "learning by doing," and should be adopted.

b. Recommendations

(1) That the number of conference and lecture hours be reviewed in relation to their content with the object of substituting, wherever possible, more active learning situations, such as demonstrations, field trips, laboratory exercises, committee work, and supervised individual study.

(a) Lectures should be virtually eliminated, except for certain special purposes which should be specified clearly.

(2) That much of the content now presented be reduced to mimeographed and printed form and students be made responsible for learning it outside of class time.

(3) That as the various programs of instruction are reorganized on a more functional basis, a greater variety of instructional methods be employed and instructors be given special training in their use in order that they may be employed effectively.

(4) That instructional methods be better integrated so that units of work taught by different instructors fit a whole pattern of instruction. By doing this the elements of a job will be learned in a more realistic manner in relation to the job as a whole.

(5) That the number of lecture or conference hours and other methods involving passive learning by the students be reduced to a minimum, not to exceed five hours a day.

(6) That in reorganizing the programs of instruction on a functional basis, the 50-minute class period be adopted in order to furnish a flexible unit of time for presenting units of instruction.

9. Materials of Instruction (Chapter X)

a. Summary of the findings. Inadequate use is being made of instructional aids, mainly because personnel and facilities for the construction of such aids are limited. Furthermore, there is no person professionally trained to plan the development of effective instructional aids and to guide the instructional staff in employing them properly. Supporting services from the post are inadequate in supplementing the School's own resources for development of instructional aids. More planning needs to be done in order to provide for the acquisition of instructional aids over an extended period of time. Finally, facilities need to be provided to make the available training aids more accessible to instructors, especially while they are in the process of preparing lesson plans.

b. Recommendations

(1) That a professionally trained civilian be employed to take charge of the planning, development, and use of instructional aids.

(2) That adequate physical facilities be provided to house properly the Training Aids Section.

(3) That the scope of activities of the Training Aids Section be expanded to include such things as photographic laboratory, sound recording and reproducing, carpentry facilities, reproduction facilities, and the like.

(4) That provision be made to train instructors more thoroughly in the use of training aids.

(5) That additional personnel be added to the Training Aids Section to enable it to render adequate services to the instructional staff with minimum delay.

(6) That the School plan its needs for additional training films and request their production with appropriate justifications in the order of their importance.

(7) That duplicate catalogues of available training aids be established in the School Library and that appropriate subjects be extracted to establish separate catalogues in each Department.

10. Library (Chapter XI)

a. Summary of the findings. The Library is housed as adequately as possible, considering the physical facilities available at the School. Its use, as presently conceived, is primarily for recreational reading. One small reference room has been set aside for technical materials needed by instructors in preparing to give instruction. A reorientation toward the purposes which the Library should serve should be made. It should become an integral factor in the educational program of the School. To this end, the provisions of AR 350-110 concerning a school library should be implemented by the employment of a civilian professional librarian and the appointment of a faculty library committee.

b. Recommendations

(1) That the provisions of AR 350-110 concerning a school library be implemented with the

(a) Employment of a trained civilian librarian on a permanent basis.

(b) The appointment of a library committee to supervise and to plan the use of the Library.

(2) That the School Library be developed along the lines of becoming an integral part of the educational program as well as a recreational reading center.

11. The Evaluation Program (Chapter XII)

a. Summary of the findings. The present examination program serves the purpose only of determining grades upon which students can be passed or failed in their respective courses. Examinations are unrelated to the purported training missions in the various courses. They do not give a true evaluation of how well students are prepared to undertake duties for which they supposedly have been trained. The examinations are objective in nature and are composed of items which test knowledge of a miscellaneous collection of isolated and unrelated facts. Final class standings, as based upon the present examination program, are unreliable and invalid for indicating the true worth of students. The services of a professionally trained test technician obviously is needed very much. The purpose which examinations should serve should be examined in relation to training requirements of the various MOS's for which the courses offer instruction. Ways and means need to be devised for examinations to serve the purpose of evaluating students' progress at various stages in the training programs. The mechanics of the examination system need to be revised in order to provide better methods for preparing and interpreting examinations. Finally, for officer students, more attention should be given to observing special aptitudes for reporting purposes on the Academic Report required under the provisions of AR 600-185.

b. Recommendations

(1) That the purposes and methods of the evaluation program at the School be re-examined with the view that examinations are to measure the accomplishment of the mission of a course, rather than measure the immediate rote mastery of information. The evaluation program should subsequently be reorganized as an integral part of a more functional educational program in the various courses of instruction.

(2) That a civilian personnel technician who is a specialist in tests and measurements be employed as a member of the Analysis and Review Section.

(3) That test preparation be placed in the hands of departmental committees subject to review by the Analysis and Review Section.

(4) That a greater variety of objective test forms be utilized consonant with the purposes to be served by the evaluation program at the School.

(5) That in place of the present grading system a standard score system for interpreting test results be employed.

(6) That a test item file be organized and kept current on the basis of statistical item analyses.

(7) That more significance be attached to the provisions in AR 600-185 for rendering Academic Reports for officer students by developing methods for observing special aptitudes of importance.

12. Extension Courses (Chapter XIII)

a. Summary of the findings. Duplication of effort exists in Extension Department personnel and the teaching staff. Both prepare the same material for instructional purposes, the former for inclusion in correspondence courses, and the latter for presentation in the classroom. With additional time allotted to them for the purpose, resident instructors could well prepare the same material for inclusion in correspondence courses which they prepare originally for classroom presentation. The correspondence courses which have been prepared at the School could be improved markedly by converting the present essay-type exercises into objective-type exercises of sequentially graded difficulty. At least one problem requiring independent study and creative work on the part of the student should culminate the work in each sub-course. The administration of the correspondence courses is exemplary for efficiency and is to be highly commended.

b. Recommendations

(1) That the writing and the revision of lessons, sub-courses, and courses of the Extension Department at The Adjutant General's School be the responsibility and part of the duty of the instructors who teach the same units in the resident courses.

(2) That wherever possible, the present lesson requirements which require preparation of essay-type answers be converted to objective-type exercises.

(3) That the student, after progressing through problems of increasing difficulty, climax each correspondence sub-course with at least one problem requiring some independent study and creative work.

(4) That the writing and revision of technical manuals, field manuals, and other Department of the Army publications and the conduct of special studies directed by higher authority be assigned to the proposed Analysis and Review Section.

13. Welfare of Enlisted Students (Chapter XIV)

a. Summary of the findings. Provisions for the welfare of enlisted students attending the School are excellent under the circumstances which prevail. The administrative staff of the School is conscious of the needs of enlisted students and is interested in promoting the various aspects involved in providing for their welfare. Barracks are as comfortable as they can be made. Company messes are well managed. The quality of the food is excellent. The mess halls have been made bright and cheery. Few complaints were received from students, who for the most part spoke highly of the efforts being made in their behalf. A whole day is devoted to a student orientation program when students first arrive. There is need for a student handbook. The one obviously undesirable practice is denying Class A pass privileges to students if their academic work is unsatisfactory.

b. Recommendations

(1) That a student handbook be published and distributed to all new students setting forth such essential things as living arrangements, need for extra duty rosters, class attendance requirements, study arrangements, explanation of faculty advisory system, recreational facilities and programs, and the like.

(2) That the practice of taking away Class A pass privileges because of unsatisfactory academic work be abandoned in favor of dealing with such cases through the proposed faculty advisory system and educational guidance program.

14. Welfare of Officer Students (Chapter XV)

a. Summary of the findings. The living conditions for officer students attending the School compare favorably with those at most other Army posts where housing is in temporary wooden buildings. The only problem is the lack of an adequate number of family quarters for officer students attending the Advanced Adjutant General Officers' Course.

b. Recommendation

(1) That some time prior to the arrival of the officers to attend the next and subsequent Advanced Adjutant General Officers' Course an attempt be made to determine how many of the married officers will desire family quarters and that arrangements be made with the post to reserve such quarters, providing they become available in time.

15. Training Doctrine (Chapter XVI)

a. Summary of the findings. There is an inadequate liaison between the School and The Adjutant General's Office for the purpose of keeping the School informed concerning developments which will modify its training doctrine. The travel of instructors to study and observe at various civilian organizations and other Army installations should be encouraged. There is a need for an exchange of information among Army schools in the interest of a closer integration of training doctrine.

b. Recommendations

(1) That a liaison officer for The Adjutant General's School be designated in The Adjutant General's Office. His full-time duty assignment should include the following provisions:

(a) That this liaison officer devote his efforts primarily in assisting the School in developing training doctrine, and

(b) That he spend at least one week out of every four working at the School.

(2) That, whenever necessary, instructors at the School be encouraged to make field trips to obtain information which will assist them materially in the preparation of instructional materials.

(3) That if the proposed central training school for Army instructors is established, it be charged with the responsibility for providing ways and means for the exchange of information among various Army schools, especially concerning the integration of training doctrine.

16. Implementation of Recommendations (Chapter XVII)

a. Summary of the findings. Some of the recommendations can be carried out by the School under its own authority. However, there are many of the recommendations which require that action be initiated by The Adjutant General's Office. At the conclusion of Chapter XVII, the recommendations have been grouped accordingly.

b. Final Recommendation

That a follow-up survey of The Adjutant General's School be initiated and conducted by The Adjutant General's Office sometime between 1 July and 1 December 1949 to determine what progress will have been made in implementing the recommendations set forth in this report and in what ways the recommendations should be modified in the light of the conditions which will exist at the time of the follow-up survey.

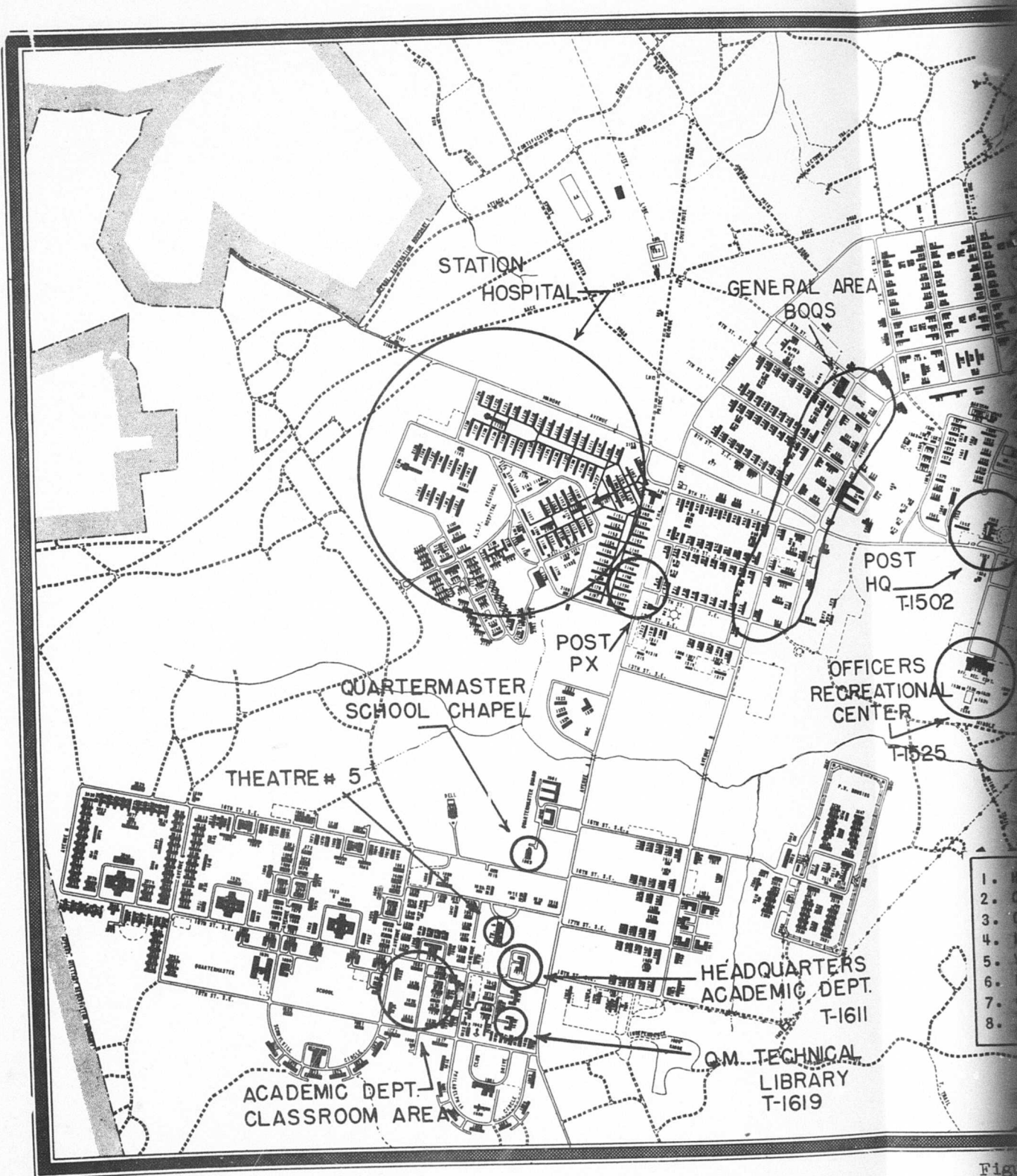


Fig
Camp Lee, Virginia. Showing Locat

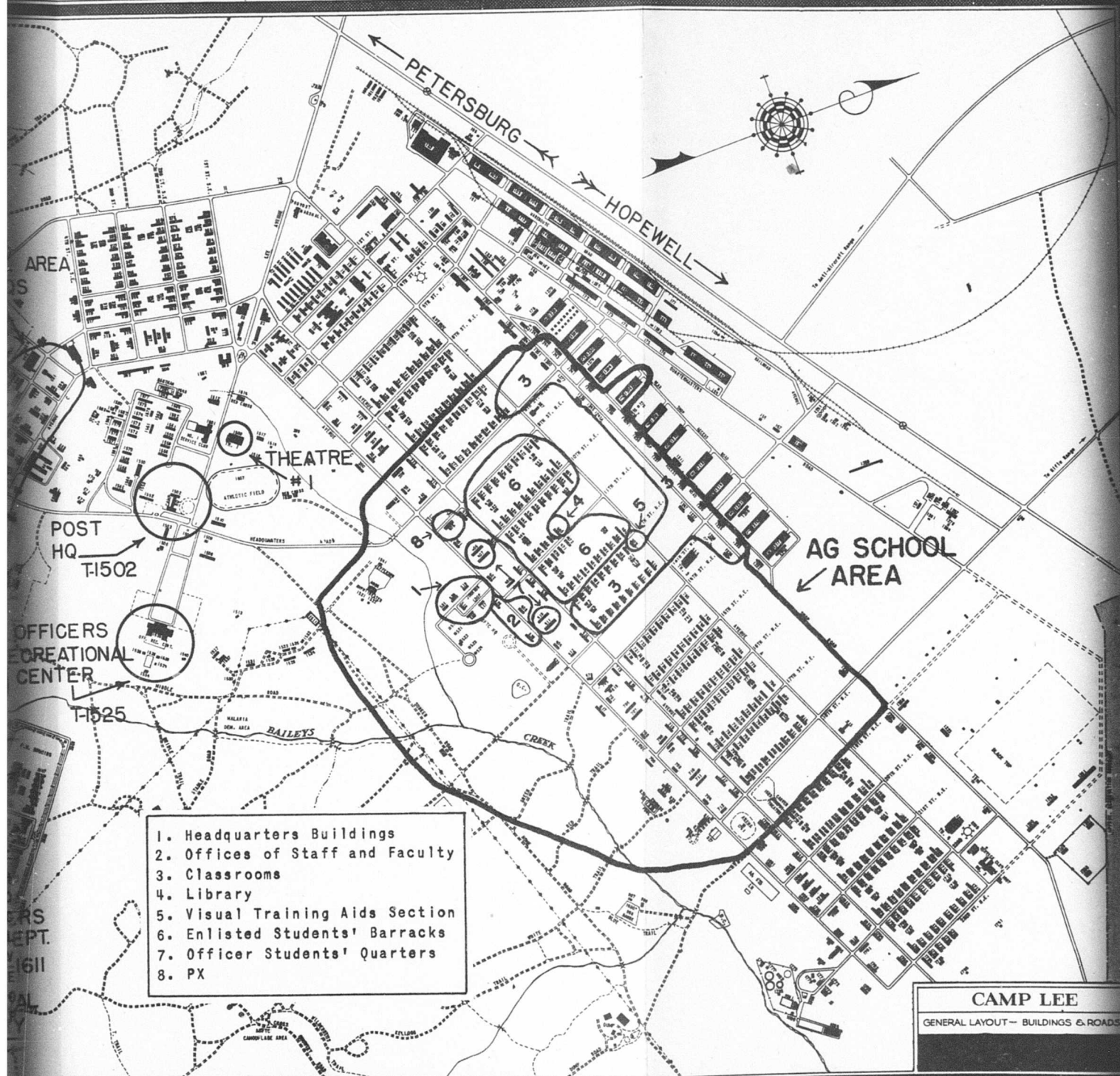


Figure 3

a. Showing Location of The Adjutant General's School

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CHAPTER II

LOCATION AND PHYSICAL FACILITIES

I. LOCATION OF SCHOOL AT CAMP LEE, VIRGINIA

1. Is Camp Lee, Virginia, an appropriate location for The Adjutant General's School?

The Adjutant General's School was located at Camp Lee, after the facilities of the post had been allocated primarily to serve as a Quartermaster Training Center. As a consequence, by the time that The Adjutant General's School was moved to Camp Lee, most of the funds available for renovating temporary wooden buildings on the post had been used for accommodating the Quartermaster School and its attendant activities. The main facilities of the post such as the station hospital, Department of the Army theaters, quarters for officers, Post Exchange, Quartermaster Commissary, and the like are located so that they are not conveniently accessible to The Adjutant General's School area. Figure 3 is a map of Camp Lee, showing in outline, the location of The Adjutant General's School area and its main features in relation to other areas on the post.

2. Are the physical facilities suitable for School use?

The School occupies temporary wooden buildings. As will be seen from the map, they are spread over a considerable area. The headquarters buildings are located a considerable distance from the classroom buildings as are also the offices of the staff and faculty. The buildings which house the library and visual training aids section are located at some distance from both the classrooms and the offices of staff and faculty. Barracks for enlisted students and the bachelor officer quarters for officer students are a considerable distance from the classrooms although they are located more conveniently in relation to the library. Enlisted messes are in the company areas occupied by the enlisted students. From the standpoint of the extent of the facilities, they cannot be judged inadequate in relation to the number of students detailed to the School; the number of different courses taught; the size of the staff and faculty; and, the supporting activities which must be maintained to accomplish properly the training mission. However, they are deemed undesirable from the standpoint of operating a school. There are too many small separate buildings scattered over a relatively large area, each devoted to some discrete aspect of the School's activities. Fewer and larger buildings would make for more efficient operation and for more effective administration and supervision of the various activities. Also, if they were conveniently grouped, reduction in time spent by personnel in traveling among buildings would effect a material saving in man hours of time which are devoted now to such traveling.

3. Are there an adequate number of classrooms?

Two types of buildings have been adapted for classrooms. One type, the only one in use at present, consists of small one-story buildings with space enough for one classroom. The other type consists of the two-story wooden barracks, the lower floor of which has been converted into classrooms. Student load, or number of different courses given, does not require that the latter type be used at the present time. From the standpoint of arrangement, they are the less desirable classrooms of the two types available. Supporting posts in the center of the room seriously obstructs the vision of students seated behind them in relation to the instructor's platform and the blackboard. At the present time, there is an adequate number of classrooms of the more desirable type available. Any expansion in number of students or increase in number of courses offered will require that some of the less desirable classrooms be used. One exception is noted to the above. The classrooms for the Machine Accounting Courses are located in a large warehouse building which is entirely unsuitable for the conduct of classes. It has a large, extremely high-ceilinged interior, concrete floor, poor exterior lighting for reading and writing at a desk or side-arm chair,

overhead radiators, and, in general, all features which are undesirable for a classroom, although they may serve quite suitably and adequately for warehousing purposes. Especially notable and undesirable is the lack of acoustical sound control. Consequently, classes are disturbed constantly by noises such as voices, opening and closing of doors, leaky radiators, operating business machines, and the like.

4. Are the classrooms properly furnished?

Classrooms in general are equipped with a table or a desk for each student. They have a medium sized blackboard located usually at one side of the front wall in back of the instructor's rostrum. The lecture platform is elevated some two feet from the floor and lecterns are provided. Space is available in front of the classrooms for charts, maps, projection screens and other paraphernalia utilized as instructional aids. Each of them will accommodate 35 students comfortably and conveniently without crowding. A few will accommodate 50 students as easily. The classroom used for the Advanced Adjutant General Officers' Course is equipped with sliding panels on the side of the instructor's platform for use in arranging instructional aids in classroom presentations. Projection equipment is available and classrooms can be sufficiently darkened to permit its use. In general, the classrooms can be rated as being well equipped for carrying on the typical everyday instruction which is given at the School.

5. Are classrooms adequately lighted?

Many of the classrooms are equipped with fluorescent lighting. Care has been exercised in planning so that such lighting has been provided where most needed. Otherwise, exterior lighting and drop light fixtures with incandescent bulbs of sufficient wattage furnish adequate lighting in all the classrooms with the exception, as noted above, of the classrooms used in the Machine Records Accounting Courses.

6. Are classrooms comfortably heated during cold weather?

The answer to this question is an unqualified "No." Classrooms are either too cold in the morning because newly built fires do not generate sufficient heat prior to the time when the first class meets, or they are too hot as the day wears on because the fires must be maintained at full blast in order to keep them burning. It should be explained in this connection that, because of the type of soft coal burned, fires cannot be banked. They require constant attention and must be fired steadily and kept burning at a white heat, or they will die out quickly. Thermostatic control is practically impossible. In addition to the poor quality of soft coal burned which makes thermostatic control unfeasible, very few of the thermostats are in working order. Then too, they are usually placed on the wall separating the furnace room from the main room which is the warmest spot where they could be located. The heating situation, therefore, causes considerable interference with normal classroom activities during the winter months.

7. Are classrooms reasonably comfortable for occupancy in warm weather?

The one-story classrooms are not comfortable during warm weather. Cross ventilation can be obtained, but there is little dead air space between the room and the roof. Consequently, there is nothing to prevent the sun heating the room by directly warming the air in the room. The classrooms located on the first floor in the two-story barracks will be relatively more comfortable during warm weather. Considerable discomfort with its resultant distracting effects is serious during the summer months.

8. Are the classrooms readily accessible in relation to the living quarters of the students?

As can be seen from the map in Figure 3, the students' living quarters are a considerable distance from the classrooms. Under good weather conditions, this is not a handicap. In fact, the walk to and from the classrooms can be considered a healthy relief from sitting in the classroom for unduly long periods of time. In bad weather, it is an

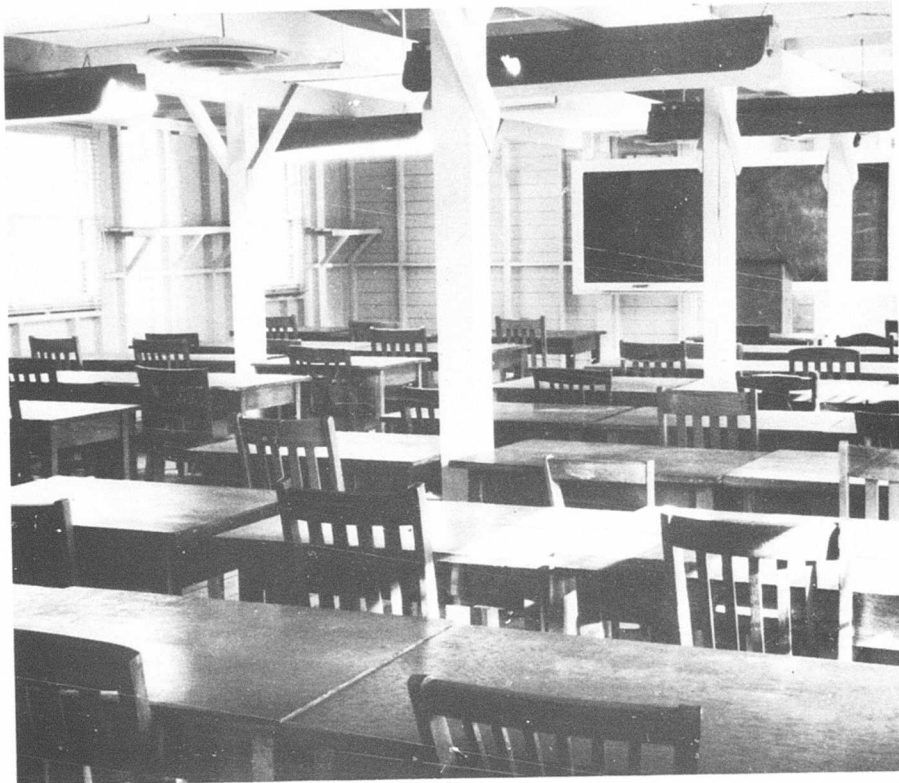


Figure 4

Classroom Converted from Barracks

undesirable feature of the physical arrangement of the school facilities. Students come into the classroom wet, thoroughly chilled, or overheated, as the case may be.

9. Are the classrooms conveniently located in relation to the offices of the staff and faculty members?

The offices of the staff and faculty are located an even greater distance from the classroom buildings than are the living quarters of the students. Several disadvantages result from having the offices of the staff and faculty so widely separated from the classrooms. If each member of the staff and faculty were to visit a classroom at least once a day, each would spend on an average of at least a half hour in walking. Since many members use private cars for transportation from office to classroom and back, on the average, not as much time is actually spent. However, there are many staff and faculty members whose duties require numerous trips to and from the classrooms each day if they are to carry out their proper administrative and supervisory duties. In such cases, they either spend a considerable proportion of their working day in traveling, or they remain in their offices attending to administrative details at the expense of supervision, even though the latter may be a more important aspect of their duties. The distance between offices and classrooms, therefore, is considered to be excessive and is a handicap to the staff and faculty in performing the duties which are expected of them.

10. Is there sufficient office space for staff and faculty members?

There is sufficient office space available for staff and faculty. The headquarters occupies a group of buildings originally designed to serve as a division headquarters (See Frontispiece). Faculty offices, for the most part, occupy one story buildings originally designed to serve as battalion headquarters. Except for the scattering and the distance between offices and classrooms, the provisions for office space are adequate.

11. Is there adequate maintenance of buildings?

For the maintenance of utilities such as plumbing, painting, lighting, and the like, the School is dependent upon the post. Shortages of personnel on the post make such services extremely slow. Work orders for maintenance services are backlogged at a very serious rate. In general, maintenance of the buildings by the post is inadequate. This situation puts an added burden upon the limited overhead personnel of the School to perform emergency and temporary maintenance which the post is obligated to do, but cannot furnish when needed.

II. OBSERVATIONS

1. The location and the facilities of the School have been examined at length and in detail because a good location and an adequate and proper physical plant for the School are fundamentally important inasmuch as they either facilitate or interfere with the conduct of its training missions. In this instance, the location of The Adjutant General's School at Camp Lee, Virginia, is a poor one, both from the standpoint of convenience and of the physical facilities available for housing it.

2. As will be brought out clearly later in this report, the nature of the training mission of the school requires a location which is readily accessible to outside resources which can be utilized in developing units of instruction in personnel management and office management. Such necessary facilities are the resources of universities, industrial plants, and business concerns. None of these resources is available within a reasonable distance of Camp Lee, Virginia. Furthermore, transportation to and from the post is difficult. Visiting lecturers from within and without the Army are important in carrying out certain aspects of the instruction given at the School. More of them could be obtained if the School were located near a large metropolitan center where transportation facilities would be better and more convenient than they are at present. Busy and important people whose contributions would be a real asset to the work of the School hesitate to make the long trip just to present a one or two hour lecture. If the School were located near a metropolitan

center, guest speakers of note and of recognized eminence in their respective fields could be obtained more readily and would render distinct contributions to the instruction given at the School. Particularly important is a location near a university, or universities, which are recognized for their courses in personnel psychology, personnel management, and business administration.

a. It is desirable that the opportunity exist for students to observe good office and personnel management practices in an Army installation and to have the opportunity for supervised practice as part of their training programs. There is probably no one Army post which provides all the situations which illustrate the teaching at the School. However, in selecting a location for the School, this requirement should be kept in mind and, other things being equal, the post which provides the most suitable opportunities for observation and supervised practice is to be preferred.

3. In terms of the facilities available to The Adjutant General's School at Camp Lee, Virginia, it is a most unsuitable post for the location of the School. The School would be better situated if it were located on a post devoted solely to Adjutant General's Department training facilities. It needs permanent buildings of a type which are adapted specifically for the conduct of a school or which could be adapted readily for that purpose. Fort Sheridan, Illinois; Fort Tilden, New York; Fort Hayes, Ohio; or Fort Totten, New York; are examples of posts which would be suitable locations for an Adjutant General's Department training center, both from the standpoint of location near a large metropolitan center and from the availability of suitable permanent buildings which could be adapted for School use. Although there is a 15-year building program planned for Camp Lee, Virginia, it will be a considerable period of time before The Adjutant General's School is adequately provided with suitable buildings. Meanwhile, the maintenance of the present buildings as a plant adequate for a School is almost a hopeless task as well as an expensive one. At the best, for a period of years, if the School is continued at Camp Lee, the facilities available will be only renovated wooden buildings which appear to be deteriorating faster than their upkeep can be maintained.

4. If the activities of The Adjutant General's Department as presently constituted are to continue as a permanent feature of the organization of the Army, it is considered essential that a proper training center be available to emphasize and to dignify its importance in the eyes of all Army personnel and of Adjutant General's Department personnel in particular. Since the founding of The Adjutant General's School at the Army War College, it has never enjoyed the reputation and the respect that the importance of its mission deserves. Adverse criticism of the School's effort has been constant throughout its history. A "second-hand" location for the School, which is the best that Camp Lee, Virginia, can afford it, now or probably in the future, will not contribute to efforts to enhance its effectiveness with resultant improvement in its reputation. If responsibility for carrying out the administrative and personnel policy of the Army is to continue to be an important responsibility of The Adjutant General's Department, proper and entirely adequate training facilities are warranted. It cannot be emphasized too strongly that in order for training of Adjutant General's Department personnel to achieve the desired objectives, suitable training facilities in a desirable location are required. The Survey Commission assumes that the training mission of The Adjutant General's Department is of sufficient importance, in relation to the mission of the Army as a whole, to justify the establishment of an Adjutant General's Department Training Center at a suitable post devoted solely to the purpose.

5. The Survey Commission considers that the location and the physical facilities of The Adjutant General's School are most serious impediments to the effective and efficient accomplishment of its training mission. Numerous times during the conduct of the survey the Commission consistently came face-to-face with two facts:

a. Present practices in organization, administration, instruction, supervision of instruction, staffing, duty assignments, and the like, are necessary under the conditions.

b. Improvement or correction of an existing practice is not feasible under the conditions.

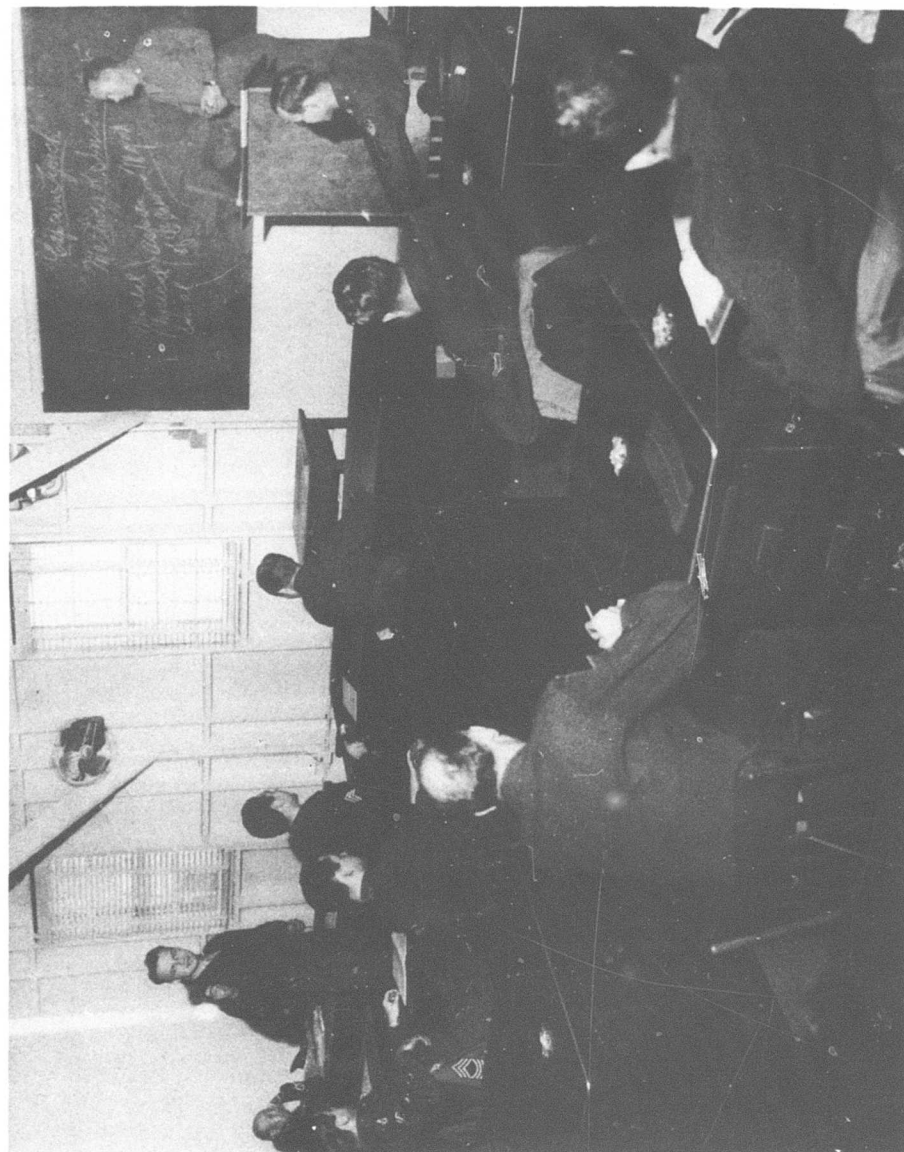


Figure 5

Typical Classroom in Use (Enlisted Recruiting Instructors Class)

6. Many of the Survey Commission's suggestions and recommendations which are to follow in this report are predicated either in whole or in part on the assumption that some improvement in location and physical plant must be accomplished.

III. RECOMMENDATIONS

1. That an Adjutant General's Training Center be established on a post where there are permanent type buildings which can be converted to suitable facilities for the conduct of a school.

2. That the post selected should be near a metropolitan center, where large industrial and business concerns are located and where a university with work of recognized standing in the fields of personnel psychology, personnel management, and business administration is established.

a. The post also should provide as much opportunity as possible for the observation of and supervised practice in office and personnel management procedures which are typical of the Army situations for which students are being trained.

CHAPTER III
ORGANIZATION AND ADMINISTRATION

I. DESCRIPTION

1. How is The Adjutant General's School organized to carry on the various programs of instruction?

Figure 6 shows the organizational chart for the School. The School is organized to conform to the provisions of AR 350-110, Military Education, General and Special Service Schools, General Provisions (Appendix C). It will be noted that there are three lines of organizational responsibility. One is to the training division, one to the administrative services necessary to maintain an Army installation, and one to the School Battalion for the housekeeping. Under the Director of Training, who is the Assistant Commandant, come the various academic departments, the course directors, the library, and the training aids section. The departments are organized to provide the instructional staff for the various courses. The instructors in the various departments are charged with the responsibility for instruction and training matters pertinent to a specific field in each department as follows:

- a. The Administration Department is responsible for all matters encompassed in the specific fields of military organization, recruiting, headquarters operation, administrative procedures, supply, military law, orders, and publications.
- b. The Classification Department is responsible for all matters encompassing the specific fields of classification and assignment procedures, separation classification, and personnel consultants.
- c. The Machine Accounting Department is responsible for all matters encompassing the specific fields of machine records, personnel accounting, and tabulating machine operation.
- d. The Correctional Custodial Methods Department is responsible for all matters encompassing the specific fields of organization, duties, and responsibilities of military correctional institutions (disciplinary barracks).
- e. The Combined Arms Department is responsible for all matters encompassing the specific fields of map and aerial photograph reading, signal communication, and tactics and techniques of military operations of the ground, air, and combined arms as well as such other training which affects military operations as distinct from purely military functions.

2. How are the various courses of instruction administered?

For every course of instruction, there is a course director who is responsible for the administration of the program of instruction and for necessary coordination with the various departments in securing instructors for the various subjects. The course director must schedule the subjects according to the availability of instructors to teach them. Each course director is directly responsible to the Director of Training. After a program of instruction has been established and the weekly schedules have been drawn up, a course director's responsibility becomes one of supervising the students in their attendance at class. He does not supervise the instruction directly, since that is a responsibility of the department head furnishing the instructor. The course director can make observations upon the quality of the instruction to the department head concerned, however, he has no direct control over the nature of the instruction given.

3. How do the administrative offices function in support of the training mission?

- a. The Director of Training (Assistant Commandant) is charged with the over-all

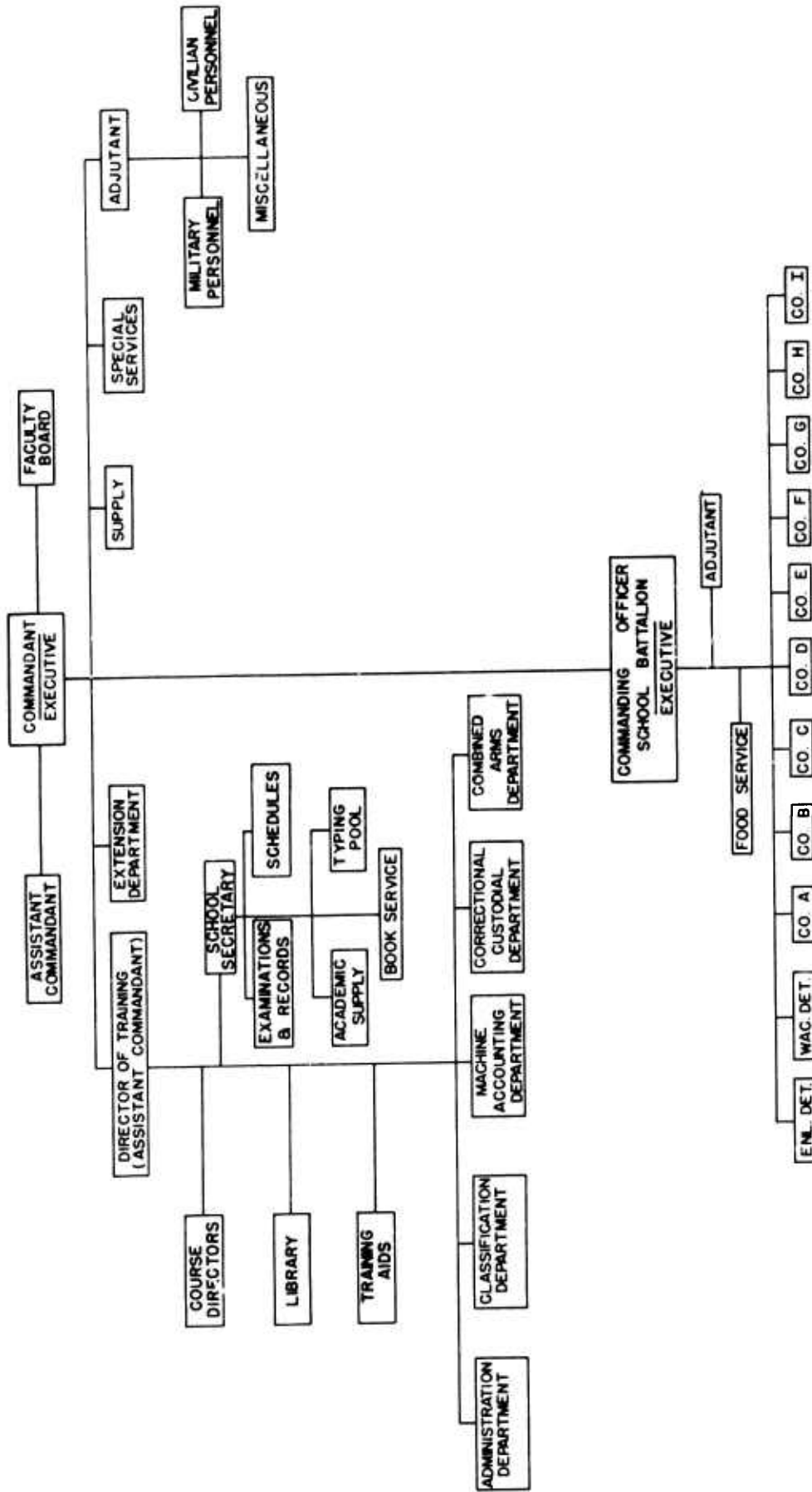


Figure 6

Organization Chart of The Adjutant General's School

supervision of the Training Division. He makes assignments and reassignments of personnel within the Training Division. He supervises instruction and training of personnel pursuing the various courses of instruction. He issues directives to the various course directors and department heads regarding the administration of the training program and the teaching of subject matter. He inspects classroom instruction and supervises the development of new teaching techniques and teaching aids. He coordinates with the School Executive on all matters affecting the training mission of the School which are the responsibility of, or require action by, the School Battalion.

b. The School Secretary performs various administrative functions for the Training Division. Operating in the Office of the School Secretary are the necessary sections to perform such functions as mimeographing, grading, and recording results of examinations; mimeographing schedules of instruction; furnishing academic supplies; operating the book department; obtaining, preparing, and issuing necessary reference materials for students; and maintaining the academic records for the School.

c. The Assistant Director of Instruction functions as the Officer-in-Charge of Instructor Guidance. This officer performs specific functions as follows:

- (1) Supervises the instruction and the training of new instructors.
- (2) Analyzes various types of instruction in relation to the prescribed detailed programs of instruction as scheduled.
- (3) Determines instructional needs and arranges for training facilities and materials. (Visual Training Section is directly under this officer).
- (4) Provides continuous training of instructor personnel.
- (5) Coordinates with department heads in matters pertinent to their respective functions and to the training directives issued by the Director of Training.
- (6) Coordinates with the School Secretary on matters pertinent to administrative policies and procedures which affect methods and techniques of instruction.
- (7) Performs other functions, as directed by the Director of Training, which will promote more effective instruction.
- (8) Supervises the administration of the School Library.
- (9) Supervises the conduct of the Troop Information Program.

d. The Executive Officer, Adjutant, Personnel Officer, and other administrative officers with their respective staffs, carry on the usual duties characteristic of such positions in any Army organization.

e. The School Battalion, with its officers and enlisted personnel, performs the necessary administrative and housekeeping duties for personnel assigned to and quartered at the School.

II. OBSERVATIONS

1. Department heads direct and supervise the operation of their respective departments and the personnel assigned to them. They assign instructors for scheduled instruction in accordance with the directives received from the Director of Training. Department heads maintain a master schedule of that part of each course charged to their respective departments, showing subject, date of presentation, and instructor assigned. They are responsible for the preparation and presentation of subject matter based upon the directives which they

receive. Course directors cooperate with and assist department heads, when called upon to do so, in regard to matters pertaining to any particular course. The department heads notify course directors which instructors are to be assigned to each subject as far in advance as possible, but the rule is that such notice shall be given no later than one week prior to a scheduled presentation. Department heads are responsible for the proper presentation, coordination, and final approval of lesson plans on each subject charged to their respective departments. In case of doubt as to complete or proper coverage of subject matter, the department head confers with the course director concerned. Matters that cannot be resolved in such a manner will be referred to the Director of Training for a decision. A sample lesson plan will be found in Appendix D. Department heads are supposed to schedule themselves for such classroom presentations as may be feasible, primarily in an effort to equalize the instructor load and to make use of special qualifications which they may possess. It is apparent from the foregoing description of duties that department heads play the major role in the School insofar as presentation of subject matter is concerned. It is through their understanding, background of information, experience, and training that the material presented in classes gains perspective. In practice, department heads are the final arbiters of what should be presented in class by the instructors under their supervision. To perform their function successfully, they have relatively little organized assistance. There is no group to which they can present problems which arise in the normal process of attempting to decide what facts, viewpoints, generalizations, and conclusions should be presented in teaching the topics for which their instructors are scheduled in the various programs of instruction. Furthermore, they are not in a position to take an over-all view of the relation of their subject matter to the training mission of the School. They lack precise definition of training objectives. There is no guidance as to what constitutes an effective selection and presentation of available knowledge in relation to the purposes of the various courses. (See Chapter VIII.)

2. Course directors are selected and appointed from members of the staff and faculty by the Director of Training, with the approval of the Commandant. For purpose of record only, course directors are carried as members of that department of the Training Division which has primary interest in the course of instruction they are to manage. A department head has no command responsibility in connection with a course director assigned to his department. On all training matters course directors are directly responsible to the Director of Training. They are charged with the implementation of approved programs of instruction pertaining to their respective courses. For an approved program of instruction, a course director submits to the Director of Training and to the department head concerned, a directive for each phase of the program to be assigned to a particular department. Directives include the number of the topics scheduled, the type of instruction (whether it is to be conference, lecture, map exercise, or other), the hours of instruction required, titles of specific subjects, scopes of instruction, dates when examination questions are due, and all pertinent references to be used in preparing instruction. Course directors attend such classroom instruction as their workloads permit. Corrective supervision pertaining to the methods of presentation, use of training aids, and the like, are not the concern of course directors. A room has been equipped with specially designed boards for maintaining master schedules for all courses. The course directors meet there each Friday and plan their respective course schedules for the fourth week in advance. Overlapping in the scheduling of the same topics to be taught in different courses can be avoided by these conferences. After the new schedule is posted, the department heads then visit the room and make assignments of instructors. The School Secretary and necessary clerical staff go to the room and copy the schedule for reproduction and distribution. Each schedule shows the classroom, date and class periods, subjects, types of instruction, instructors, and study references. A sample of a classroom schedule is shown in Appendix E.

a. Although the function of the course directors, as described, appears to be a logical one for conducting instruction in a highly organized manner, in practice it is cumbersome and difficult to manage. The practice of having course directors separate from department heads results in much duplication of effort. Although coordination of the work of course directors and department heads under the present circumstances usually is effected because of congenial personalities involved, it is a type of organization which readily could result in many complications which would need to be referred to the Director of Training for resolution.

TABLE I

PERCENTAGE OF INSTRUCTIONAL LOAD BY DEPARTMENTS FOR EACH COURSE

	Adminis- tration Department	Classifi- cation Department	Combined Arms Department	Machine Accounting Department	Correction Department	Non-Departmental (TIP, Guests, PT, Comdt's Time, Etc)
Advanced Adjutant General Officers' Course	44	9	10	2	-	35
Associate Basic Adjutant General Officers' Course	69	8	-	2	1	20
Officers' Correctional Custodial Methods Course	-	-	-	-	87	13
Officers' Recruiting Instructors Course	80	5.4	-	-	-	14.6
Officers' Personnel Management Course	-	95	-	-	-	5
Enlisted Recruiting Instructors' Course	80	5.4	-	-	-	14.6
Enlisted Correctional Custodial Methods Course	-	-	-	-	90	10
Enlisted Basic Classification Course	22	60	-	1	-	17
Enlisted Personnel Management Course	17	65	-	1	-	17
Advanced Enlisted Administration Course	79	6	-	1	-	14
Enlisted Administrative Technician Course	77	8	-	2	-	13
Enlisted Machine Accounting Course	-	-	-	97	-	3
Percentage of Total In- structional Load for all courses Jan 48 - Jun 48	33	16.3	1	10	25.2	14.5

b. What has been said about the lack of guidance to department heads in determining appropriate and effective presentation of subjects, applies with equal effect, if not more so, to course directors when they are requested to prepare new programs of instruction, or to revise old ones. It cannot be emphasized too strongly that a clear picture of the training objective for each course and a complete understanding of what each course is to achieve are needed. (See Chapter VIII.) The proposed Analysis and Review Section (see below) will be better able to perform this function than are course directors.

3. Except for the necessity of having one person responsible for all the administrative details which are involved in carrying out a program of instruction, there does not appear to be any real need for course directors separate from department heads. Inspection of Table I shows that the various courses fall primarily within the instructional provinces of the various departments, because all departments, with the exception of the Administration Department, have clear-cut subject matter fields. The Administration Department, at present, encompasses all subjects which affect the organization and functioning of the Army from the administrative standpoint, plus the recruiting and the clerical courses. By establishing separate departments for recruiting methods and clerical training, each department will then have practically all of the subjects included in the separate courses of instruction which could be placed under their surveillance. The Administration Department will encompass those subjects which are given primarily in the Advanced Adjutant General Officers', the Associate Basic Officers', the Enlisted Administrative Technician (MOS 816), and the Enlisted Advanced Administration (MOS 502) Courses. The Classification Department could become responsible for the Officers' Personnel Management, the Enlisted Personnel Management (MOS 290), and the Enlisted Basic Classification (MOS 275) Courses. The Machine Accounting Department is already solely responsible for the Enlisted Machine Accounting (MOS 400) Course. The Correctional Custodial Methods Department also is responsible solely for the Officers' Correctional Custodial Methods and the Enlisted Correctional Custodial Methods (MOS 1677) Courses. The Recruiting Methods Department could be responsible for the Officers' Recruiting Instructor and the Enlisted Recruiting Instructors (MOS 3274) Courses. The Clerical Department could be responsible for the training courses for Stenographers (MOS 213) and Clerk-Typists (MOS 405), which are to be transferred from the Quartermaster School to The Adjutant General's School in the near future. The elimination of separate course directors and the assumption of their responsibilities by the department head primarily concerned would leave only the Combined Arms Department without a course of its own. The Combined Arms Department is charged with required instruction dealing with various aspects of military operations as distinct from purely military functions. This department exists primarily to implement the provisions of DA Memo 350-5-4, 15 March 1948, Common Subjects, Branch Advanced Courses, which requires all Army schools to give certain specified common subjects in advanced courses. The various courses of instruction at the School are designed to train personnel to perform military functions which are the responsibility of The Adjutant General's Department. Instruction in military operations is given only where it is necessary to relate the performance of the military functions of The Adjutant General's Department to the military operations of the Army as a whole. The Combined Arms Department, in any case, therefore, will continue to service all courses where such instruction is needed. To call upon that department, as well as upon other departments, for minor portions of the subjects given in any of the programs of instruction, does not require the services of a course director as long as primary responsibility for the various courses are assigned to department heads who have the major portion of the subjects given in a particular program of instruction and, therefore, a major interest in the course as a whole. There can be a senior instructor in a department in charge of the administrative details which currently are a major portion of the responsibility of a course director. The consolidation of the work of course directors with that of a department head has several advantages:

a. Eliminates duplication of efforts and places responsibility for the management of the conduct of instruction in one person instead of two.

b. Gives the responsibility for planning new programs of instruction and the revision of current courses to department heads who, because of their familiarity with subject matter and with effectiveness of instruction for meeting the established training objectives, presumably are in a more favorable position to determine course content.

c. "Streamlines" the organization for effective guidance and supervision by reducing the number of responsible officials reporting to the Director of Training.

d. Reduces confusion on the part of the instructors because they will be accountable only to one responsible chief.

4. The place and responsibility of the instructional staff in the organization of the School deserves special consideration. In general, instructors are responsible for the proper presentation of such subject matter as they are assigned at the time and place scheduled. Upon being assigned a subject for presentation to a class, they prepare, in accordance with the directives on the subject, a lesson plan covering the method of presentation, scope, training aids involved, and study references. (See Appendix D for sample lesson plan.) If a directive indicates that an examination will be given on a particular subject, they prepare, in conjunction with the lesson plan, the examination questions on the material indicated. Lesson plans and examination material are then submitted to the department head for approval. Upon approval of lesson plans and examination materials, a copy of the lesson plan is sent to the course director concerned and to the School Secretary. Examination material is retained by the course director until such time as needed for reproduction by the School Secretary. Based upon the approved lesson plan, the actual classroom presentation is the sole responsibility of the instructor. This includes arrangement with the Visual Training Aids Section for charts, maps, and other training aids needed, as well as preparation of a complete and effective oral presentation of the subject matter. In order that instruction in the several areas of instruction will be coordinated and students can be advised, when occasion necessitates, that certain points have been or will be covered more in detail at earlier or later periods, instructors are supposed to familiarize themselves with the scope of the various subjects scheduled for presentation in the course. The effectiveness with which the School carries out its training mission, therefore, rests finally with the individual instructor. Unless the organization of the School is such that it funnels all guidance and supervision toward the individual instructor, it cannot be considered an effective one. At the present time, an instructor at the School is handicapped because:

a. He has a dual responsibility to a department head and to a course director. On one hand he must satisfy his department head in regard to the content of his lesson plans; on the other hand, he comes under the surveillance, even though it is not direct supervision, of a course director who judges the effectiveness of his work in relation to a particular course. He becomes the unwilling victim of such conflicts in viewpoint as may exist between a department head and a course director, whether they be conscious ones or unconscious ones, as reflected in attitudes, prejudices, or beliefs; differences in training and experience, depth of insight into how a particular topic fits into the whole training effort, or whatever other factors, explicit or implicit, may be the cause.

b. His instructor guidance program is inadequate to assist him in developing into an effective instructor. (See Chapter VI.)

c. He has no group in the school to which to turn for technical assistance in preparing his subject matter, both for presentation and for examination.

5. From all standpoints which have been considered, the present organization of the School cannot be considered an effective one for promoting the best possible instructional program. There is a definite need for the establishment of an Analysis and Review Section under the Director of Training. At the present time, the Director of Training has inadequate assistance in formulating the over-all educational policies which govern and regulate the conduct of training at the School. He has recourse only to conferences with the Assistant Director of Training, department heads, and course directors, either individually or in groups. They are busy and most concerned with the details of their own duties and cannot always render assistance on over-all educational policies in a manner which is needed and desired. In addition, the Director of Training, as Assistant Commandant of the School, has a constant pressure of administrative duties, not to mention the public relations that he must maintain because of his position in greeting and arranging for the welfare of a constant stream of visitors to the School. Furthermore, he cannot be expected to give extensive

personal and analytical supervision to the various courses and topics taught at the School with the purpose of developing educational measures designed to improve their effectiveness. The problems involved are too numerous for one individual to consider. The establishment of an Analysis and Review Section would give the Director of Training an organization which can be staffed with experts, both military and civilian, to assist him in analyzing and improving the educational program of the School. In general, the Analysis and Review Section should serve for the Director of Training and have the responsibility for approving instructional plans, text and reference materials, examinations, and the like--subject, of course, to final approval by the Director of Training. Specifically, the members of the Analysis and Review Section would perform the following functions:

- a. Coordinate training doctrine which is common to the various courses.
- b. Recommend changes in training doctrine for various courses. (See Chapter XVI.)
- c. Review instructional material prepared for the various courses to insure that a consistent training doctrine is followed and that the instruction of the various courses is coordinated.
- d. Coordinate instructional activities when two or more departments have conflicting or overlapping interests.
- e. Participate in committee meetings of the instructional staff to insure that coordination is effected and that sound training doctrine and principles are followed.
- f. Maintain close relations with the School's liaison officer in The Adjutant General's Office (See Chapter XVI), other Army schools, Army installations, appropriate research agencies, schools of the other Armed Services, and civilian educational institutions in order to keep abreast on recent thought, current progress, and trends in the subject-matter taught at The Adjutant General's School and in educational methods being employed elsewhere.
- g. Review the instructional methods and procedures of the School including instructor guidance, instructional aids, and evaluation procedures and recommend desirable changes. (See Chapters IX and X.)
- h. Conduct instructor guidance programs for new instructors and the continuous training of old instructors. (See Chapter VI.)
- i. Recommend necessary curriculum changes pertaining to instruction given by the various departments. (See Chapter VIII.)
- j. Review periodically the organization of The Adjutant General's School and recommend appropriate changes.
- k. Conduct instruction in specified orientation subjects and in exceptional instances where members of the section have special qualifications for particular subjects.
- l. Prepare or review all instructional directives.
- m. Evaluate the effectiveness of the instruction being given at the School by supervising the examination procedures. This should include instruction and assistance in the preparation of examinations and the analysis of the results of the evaluation program. (See Chapter XII.)

III. RECOMMENDATIONS

1. That the position of course director be eliminated and responsibility for administering the separate courses be placed with the department heads providing the major portion of the subject-matter included in the courses.

2. That two new departments be created, namely, a Recruiting Methods Department and a Clerical Training Department, to relieve the Administration Department of responsibility in these matters and to provide departments of primary interest for training courses corresponding to them.

3. That an Analysis and Review Section be established directly under the Director of Training (Assistant Commandant) to act as his staff with the primary function to furnish analyses of all phases of the educational program and to guide its further development.

CHAPTER IV

PERSONNEL

I. ANALYSIS OF PRESENT PERSONNEL SITUATION

1. Is there an adequate number of personnel to perform the various functions of the School?

a. Table II, Table of Personnel at The Adjutant General's School, shows the distribution and utilization of personnel among the various activities at the School.

b. At first glance, it might appear to the casual observer that the authorized strength is sufficient to maintain the various activities of the School. Actually, however, such is far from the case when one considers the circumstances under which the School must operate. (See Chapter II.) In effect, the School maintains a sizeable portion of an Army post in addition to carrying on an instructional program, which is its primary mission. As of March 1948, the School showed manpower figures as follows:

Staff and Faculty	380
Students	658

Of the staff and faculty, 29 were assigned full-time duties in the Extension Department, leaving 351 personnel (officers, enlisted men, and civilians) to provide the training for 658 students, a ratio of almost 1 to 2. Such a ratio usually is considered extremely low, in fact, so low as to cause real concern on the part of manpower control authorities. However, careful examination of the total school situation reveals cause to congratulate the administration of the School in accomplishing so much with so little personnel and, in fact, in getting their job done at all. In order to do it, much assistance has been obtained from students attending the School who normally might not be called upon to perform such extra duties while detailed to the School for the purpose of attending a course of instruction. Their spirit of cooperation and assistance is to be commended and is testimony to the effective leadership being exercised by administrative personnel at the School. Several situations at the School account for what, at first, appears to be an undesirable ratio of staff and faculty to student population:

- (1) Much personnel is engaged in maintaining in useable and habitable condition some 70 different buildings widely scattered over a relatively large area. (See Chapter II.) The buildings are all temporary wartime wooden structures in poor condition. Each is heated individually by a separate furnace. Over one-half of the heating plants had defective, imperfect, or inoperative controls. To meet the requirements for firemen during the winter months, on the ratio of one fireman to every five buildings, as established by the Post Engineer at Camp Lee, 70 firemen would be required. Actually, at the time of the Commission's visit to the School, there were 24 firemen assigned to the duty. This force was being augmented by 10 men from the cadre of student companies firing furnaces. There was one officer supervisor. Enlisted students were firing furnaces in their classrooms between classes. With only 34 men firing furnaces, there is an actual shortage of 26 men who could be used effectively to perform the duty. If an adequate number of firemen were available to meet the requirement of 1 fireman to 5 buildings so that at no time would any fire go untended for any undue length of time, such a disastrous fire as occurred recently, when the building occupied by the Extension Department was heavily damaged, probably could have been avoided. With so many scattered buildings in use, an inordinately large force of firemen is necessary. In summertime, the same sized force will be required just to keep the grounds properly policed.

TABLE II
TABLE OF PERSONNEL
ADJUTANT GENERAL'S SCHOOL
MARCH 1948

Staff	O & W/O	Enl	BED	N-BED	Remarks
Commandant	1	0	1	0	Directs and supervises activities of the Staff and Faculty in the operation of the School. Formulates and promulgates policies and directives. Maintains liaison with TAG on matters pertaining to the mission of the School.
Executive Officer	1	0	0	0	Advises the Commandant and coordinates with all staff agencies on all matters pertaining to the efficient functioning of the School. Insures that instructions and orders are executed in accordance with the plans and policies of the Commandant. Determines needs and arranges for the housing, messing, and training facilities and such equipment and materials as may be required to successfully carry out the mission of the School. Supervises the details of administration of the School.
Adjutant	2	3	3	0	Exercises control over routine personnel matters. Receives, routes, and maintains follow-up on all correspondence. Directs preparation of records and reports; authenticates and distributes orders, instructions, and communications in the name of the Commandant. Maintains office of record. Maintains duty rosters. Prepares miscellaneous correspondence, courts-martial, and board proceedings. Handles records administration.
Personnel	2	8	8	0	Supervises the functions of unit personnel section. Conducts activities pertaining to classification, assignment, reclassification, reassignment, promotion, reduction, and transfer. Administers civilian employees. Prepares and submits periodic personnel reports. Maintains service records and 201 files. Prepares pay and mileage vouchers for officers and payrolls for enlisted personnel.
Supply Officer	1	20	0	1	Handles requisitions and correspondence relating to supply functions. Procures, stores, and distributes various classes of supplies. Makes disposition of unserviceable or surplus supplies. Maintains property accounts and records. Responsible for ration breakdown and delivery of rations. Responsible for operation of motor pool and automotive maintenance.

TABLE II (Continued)

Staff	O & W/O	Enl	BED	N-BED	Remarks
Battalion Headquarters	3	8	2	4	Directs and supervises the administration, discipline, billeting, and other personal and domestic services for approximately 1,000 students. Supervises and is responsible for carrying out prescribed training programs other than the academic phases. Responsible for the registration and processing of all incoming students and assigns them to companies. Responsible for deprocessing students and coordinates with Post Transportation authorities for their transportation to their home stations. Responsible for custodial services.
Food Service Supervisor	1	1	0	0	Advises and assists unit commanders on all mess matters. Implements conservation program. Conducts training program for all mess personnel. Arranges for the detail of mess personnel to service schools.
Special Services Officer	1	2	0	0	Maintains and operates all recreational halls. Arranges for unit dances and various athletic competitions. Designates recreational areas. Draws, issues, and accounts for special services property.
Enlisted Detachment	1	51	0	0	Exercises command and supervises the administration of School detachment which consists of maintenance platoon and administrative platoon. Maintenance platoon is responsible for janitorial services, heating buildings, and maintenance of grounds. Administrative platoon, which is not included in the figure of 51, consists of instructors, chauffeurs, clerical, and supply personnel.
Student Officer Company	2	7	0	0	Directly charged with temporary administration of student officers. Responsible for implementation of training programs other than academic phases.
Enlisted Student Companies (4)	2	21	0	0	Charged with temporary administration of enlisted students. Provides quarters, messing facilities, handles disciplinary matters, and procures necessary clothing and equipment for enlisted students. Responsible for implementation of training programs other than academic phases. Provides for recreational and general welfare matters.

TABLE II (Continued)

Faculty	O & W/O	Enl	BBD	N-BBD	Remarks
Director of Training Assistant Commandant	1	0	0	0	As Assistant Commandant acts for the Commandant during his absence; as Director of Training, under the direction of the Commandant, has charge of instruction and administration concerning instruction in the AG School.
Assistant Director of Training	1	1	0	0	Charged with training new instructors and providing consultant service to all instructors in the application of teaching techniques. Observes classroom instruction and recommends appropriate changes in methods of presentation and use of instructional aids. Supervises activity of library and supervises training aids section.
Course Directors Advanced Officers' Basic Associate Recruiting Adv Enl Adm & Enl Pers Tech Pers Mgmt Basic Class Off Pers Mgmt	5 (1) (1) (1) (1) } (1)	0 0 0 0 0 0	2 (1) 0 (1) 0 0	0 0 0 0 0	One officer for each of the courses listed charged with the preparation of programs of instruction, master schedule, and weekly schedule. Supervises classroom presentation; is advisor to and supervises individual students.
Departments Administration Classification CCM MRU Combined Arms Extension	65 (22) (9) (14) (3) (2) (15)	32 (10) (6) (6) (7) (1) (2)	17 (1) (1) (1) (1) (1) (12)	0 0 0 0 0 0	One officer is director for each department of the School. Each director is responsible for preparation and presentation by the personnel assigned to his department of instructional material pertaining to his department. Other duties of officer personnel include serving on courts, boards, etc., as required.
Secretary Secretary Academic Records & Examinations Schedules Typing Pool Academic Supply	3 (1) (1) (1) 0 0	8 (2) (1) (1) 0 (4)	11 0 (1) (1) (8) (1)	0 0 0 0 0	Under the direction of the Director of Training performs administrative functions pertaining to the Training Division. Is responsible for academic records and examinations, publishing of schedules, academic supply, and maintenance of typing pool. Publishes accession lists on receipt of new material.
Library and Visual Training Aids	1	6	1	0	Officer in charge is responsible for maintenance of library for students and instructors and production, storage, and distribution to instructors of visual aids. Is responsible for provision of technical information on construction and usage of visual aids and provision of photographic facilities for the AG School.
Total Faculty	76	47	31	0	
Total Staff & Faculty	99	231	45	5	

TABLE II (Continued)

THE BREAKDOWN OF GRADES & RATINGS FOR OFFICERS, WARRANT OFFICERS, AND ENLISTED MEN CURRENTLY ASSIGNED IS AS FOLLOWS:

Officers		Warrant Officers		Enlisted	
Colonels	3			Grade 1	23
Lt Colonels	15	CWO	5	Grade 2	22
Majors	17	WOJG	2	Grade 3	19
Captains	26			Grade 4	34
1st Lts	24			Grade 5	51
2d Lts	2			Grade 6	36
				Grade 7	24
TOTALS:	87		7		209

- (2) The Company mess system requires considerable personnel to maintain it. The five enlisted messes at the School are excellent ones. It is hardly likely that many of the messes in the Army are better than they are. From the standpoint of maintaining morale, there is no better system of messing men. However, such a system requires more personnel to operate than would a large consolidated mess. The messes are being operated very economically with one officer as Food Service Supervisor and forty-two enlisted men, only because enlisted students do K.P. duty on a roster basis. This, however, takes them out of their classes for an average of one or two days during a course, depending upon the size of the class. Ordinarily, it would not be considered good educational practice to have personnel detailed for training in an intensive course perform as mess attendants, but to avoid the practice, more personnel would have to be assigned to function as mess attendants.*
- (3) The actual number of instructors who appear on the classroom platforms is only 80. With a student population estimated to remain fairly constant at around 745, the ratio of students to instructors is but a little over 9 to 1. The recognized ratio of the Manpower Board is 10 to 1. The accepted ratio assumes that the instructors and students are all engaged in the same course of instruction. There are currently twelve different courses being given at the School. Applying the accepted ratio against the authorized strength of each course would require bringing the instructor strength up to at least 85. Table III shows the number of instructors who are needed for each course to accommodate the authorized student strength for that course. These figures for number of instructors needed are based upon only resident instructing. If, as will be recommended in this report (See Chapter XIII), resident instructors will handle the extension course preparation as well as the resident teaching, the yardstick of one instructor to every ten students will have to be lowered to take into account the additional work which the preparation of extension courses involves. Addition of other courses at the school in the near future will require an increased personnel ceiling to handle them.**
- (4) In no activity of the School could the Survey Commission find any personnel who could be reduced without impairing the effective functioning of the activity. The Extension Department, to meet the established yardstick (Army Extension Course Conference, Fort Belvoir, 12-14 August 1947) for carrying its present and contemplated load in the immediate future, would require a total of 40 personnel. It has, at present, 29. The Extension Department badly needs the additional help in order to maintain its normal workload, to prevent a backlog of lessons from accumulating, and to undertake the necessary work needed to prepare the new courses which are not yet in preparation, but should be.

* Most Army schools have school troops whose services are available for general house-keeping duties and the maintenance of the school facilities when engaged in demonstration exercises in connection with the instructional program. The Adjutant General's School is not fortunate enough to have such school troops available whose services can be utilized as needed.

** Also to be taken into account is the fact that officer instructors perform additional duties on a roster basis as members of boards, duty officers, members of courts-martial, investigating officers, inventory officers, and the like. All such duties consume time which normally would be utilized in preparation of instructional materials.

TABLE III
NUMBER OF INSTRUCTORS NEEDED PER COURSE AT
THE ADJUTANT GENERAL'S SCHOOL

(as based upon the DA Manpower Board's yardstick of 1 instructor to every 10 students)

COURSE	Authorized Student Strength	Number of Instructors Needed
<u>OFFICERS</u>		
Advanced Adjutant General	30	3
Associated Basic Adjutant General	50	5
Correctional Custodial Methods	30	3
Recruiting Instructors	50	5
<u>ENLISTED</u>		
Advanced Administration (MOS 502)	50	5
Basic Classification (MOS 275)	100	10
Personnel Management (MOS 290)	100	10
Machine Accounting (MOS 400)	90	9
Recruiting Instructors (MOS 3274)	50	5
Correctional Custodial Methods (MOS 1677)	300	30
Total		85

For example, there are currently six sub-courses not yet assigned for writing and three sub-courses not yet assigned for revision. Some activities, such as the School Secretary's Office, have no effective yardsticks which can be applied to the work to be performed. It had 22 personnel, but to judge from the complaints received by the Commission from instructional personnel that office has insufficient personnel to handle promptly and effectively the work turned over to them to accomplish. There was the unanimous opinion that undue delay was being experienced in obtaining necessary services, such as mimeographing, from that office. The School Secretary, himself, said that only with careful advanced planning on the part of instructors could the eight typists in the typing pool keep reasonably up-to-date with the work flowing into the office. Because of the physical set-up of the School, the School Secretary and his staff can not maintain effective coordination with the instructional staff in order to regulate the flow of work. As a consequence, much of the work that office secretaries of the various staff members were doing (cutting mimeograph stencils) was made necessary because of the inability of the typing pool to handle the work load. Peak periods always will occur, of course, but it is only on rare occasions that the School Secretary's Office has sufficient personnel to handle the work assigned to it. Actually the typing pool in the Secretary's Office has been an inefficient arrangement. Typing pools are economical only when there is an even flow of work, a situation which does not seem possible considering the nature of the work at the School. Apparently recognizing this fact, the administration of the School is to be commended for having made judicious distribution of clerical help to the various offices where it can be employed effectively under practically full workload conditions at all times. Allocation of even more typing personnel to the various departments (with the retention of a few in the Secretary's office) would permit a more efficient utilization of personnel.

- (5) The Commission has not attempted nor did it intend to make a thorough and complete analysis of manpower usage and requirements for all the activities at the School. It has only sampled and described a few key activities to show that no waste of personnel exists and, in general, that there is a shortage of personnel considering the conditions under which the School is operating at the present time.

2. What additional positions and personnel would contribute to the improvement of School functions?

- a. To carry out various recommendations being made in this Report of the Survey Commission, a number of new positions must be established. Additional personnel, both military and civilian, will be required. In light of the present circumstances at the School, this will require an increase in authorized personnel strength. If the School can be moved to a more suitable location (see Chapter II), personnel savings undoubtedly can be effected and the additional positions can be established within the present personnel ceiling, or conceivably even within a lowered one. In any case, the Commission considers its recommendations involving the establishment of additional positions important enough in relation to improving the effectiveness of the School in performing its training mission to justify an increase in the present or future personnel ceiling to establish them if there is no other alternative.

- b. The additional positions which should be established are as follows:

- (1) The establishment of an Analysis and Review Section will require seven positions. The present position devoted to the Assistant Director of Training in charge of instructor guidance can be absorbed into this Section, leaving an additional six positions to be created. Two persons each can devote full-time to each of the three major functions of the proposed

section, instructor guidance (methods and materials of instruction), training doctrine (curriculum), and evaluation program (examinations, both for selection and achievement). All will function in coordination with instructional personnel as an Educational Policies Committee for the School as a whole. At least two of the personnel should be civilians, namely, a psycho-educational specialist (P-6) and a test technician (P-5). Use of these civilian experts will permit the handling of the Section's evaluation program phase of the work on a more permanent basis than is possible with military personnel on limited tours of duty. Position descriptions for such positions are set forth in Appendix F.

- (2) Additional positions are needed for key civilian instructors. (See Chapter V and Appendix F.)
- (3) An additional position is needed for a civilian professional librarian. (See Chapter XI and Appendix F.)
- (4) An additional position is needed for a civilian instructional aids supervisor. (See Chapter X and Appendix F.)
- (5) Clerical positions must be added to those already established for the Extension Department. It is estimated that 11 additional personnel are needed for an enrollment of 2,000 in extension courses.
- (6) If the School is to occupy its present facilities at Camp Lee for any extended period, an increase of 10 men is needed urgently for a service detachment to maintain utilities (carpenters, plumbers, painters, electricians, and the like).
- (7) In its present location, the authorization should be increased by at least 25 to provide an adequate number of firemen during the winter months and general duty soldiers for proper policing of the area during the late spring, summer, and early fall months.*
- (8) Instructor personnel should be increased to a ratio of at least 1 instructor to every 8 students or fraction thereof authorized for attendance in a given course. This increase is necessary to provide resident instructors time to prepare extension courses. (See Chapter XIII.) Additional instructor personnel should be authorized before the School undertakes to offer any new resident courses of instruction.

3. Can any positions currently established be eliminated to effect savings in personnel?

a. Following out the recommendation that the position of Course Director be abolished (see Chapter III) will effect no saving in personnel. Each department will require the services of a person to supervise the administrative details of operating a course which they do not do at the present time. The recommendation is made not with the idea of economy to be effected in saving the positions but in the interest of a more integrated administrative organization.

* It may be more feasible and desirable to employ civilian personnel to perform duties as firemen, janitors, and yardmen. However, the Survey Commission had no opportunity for determining the availability of potential civilian employees in the vicinity of Camp Lee for such duties.

b. No personnel can be released from the Extension Department to be assigned to resident departments as instructors if those departments are given the responsibility for preparing extension courses. The teaching load of resident instructors involved in preparing correspondence courses will have to be reduced. Again, the move is in the interest of effecting a better integrated instructional program by integrating the work of preparing for resident courses with the preparation of correspondence courses. It is hoped that by such a move the preparation of correspondence courses will be speeded up, but to do so it must be emphasized that resident instructors will require a reduced load of resident instruction.

c. Actually, there is no specific activity at the School in which a reduction of personnel can be effected without seriously impairing the function of the activity and, therefore, of the School as a whole. Again, the Commission wishes to take the opportunity of commending the administration for operating the School as effectively as they have on what appears, after careful investigation, to be the proverbial "shoestring" so far as numbers of personnel are concerned.

II. OBSERVATIONS

1. In general, effective and efficient use has been made of personnel authorized and present for duty at the School. With additional help from enlisted students at the School who do extra duty on a roster basis, the School has just barely "gotten by" in maintaining its plant and performing the housekeeping duties. Fortunately, a number of the classes have been below authorized strength during the recent winter months which has eased the strain upon overhead personnel somewhat. Such a situation is merely fortuitous and cannot be counted upon in the future. In any case, the Commission could uncover no evidence that personnel on duty were being utilized in positions where they did not have a full workload. On the contrary, in most instances, especially among personnel of the instructional staff, personnel are working longer hours than should be normally expected of them in order to accomplish their missions at the School.

2. A determination of a yardstick on the basis of a ratio of instructors to students does not appear to be valid. It does not correlate with how an instructor uses his time during an ordinary work day or work week. It takes as many instructors and as much time to prepare to teach and perform the related administrative details to instruct 10 students as it does to instruct 50 students. In educational practice, the size of classes is limited because of considerations relating to effectiveness of teaching, not by number of instructors available to teach. Classes can run as high as 500 students providing there is a room (usually a lecture hall for this size group) large enough to hold them where all can see and hear the instructor. In such a situation, the only teaching method possible is a lecture with a question and answer period. At the other extreme, a class can be as small as one student. In either case, providing the large group of students and the one student group are at the same relative educational level, the preparation involved on the instructor's part in meeting the class is the same. The administrative details may be less in handling a class of one student than they are for a large group, but they take up only a minor portion of an instructor's total workload in either case. A yardstick of one instructor per any number of students is, therefore, unrealistic. In fact, there are no valid yardsticks established as yet to determine how many persons should be employed in situations demanding creative work. The concepts, methods, and techniques of work measurement are all based upon analyses of job situations involving clerical or mechanical production of a routine, repetitive nature which psychologically involve only the acquisition of a skill on the part of the worker which he exercises over and over again to produce measurable quantities, such as pages typed per hour, number of nuts fastened onto bolts per hour, number of boxes moved per hour, and the like. To approach the problem of determining how much instructor personnel it takes to teach in a school with the same concepts as are applied to skilled, semi-skilled, and unskilled production jobs is fallacious and untenable. At the present stage of knowledge about personnel methods, it is necessary to take into account all the factors which must be considered in analyzing how an instructor (or any other creative worker, such as an artist, scientist, business executive, minister, physician, lawyer, and the like) employs his time in order to be an effective teacher when he appears before a class.

For an average instructor at The Adjutant General's School, the factors which must be considered appear to be as follows:

a. He has had no previous teaching experience. He must, therefore, devote a considerable proportion of his time when he is first assigned in learning how to teach. Even after he has become an accomplished teacher, it is still necessary that he devote at least an hour a week (the very minimum) to improving his teaching methods and techniques.

b. His experience in Army units in the performance of duties which are a responsibility of The Adjutant General's Department has given him only a general understanding and "working knowledge" of the subject matter which he is called upon to teach at the School. Before he can appear before a class as an instructor he must spend a great deal of time in research and preparation, which involves reading, conferences, writings, reviewing lesson plans with supervisors, and in some cases, travel to an appropriate place to observe work in progress. He must, in short, develop his understanding of what he is to present to the point that he knows implicitly all the "whats," "hows," "whens," and "whys" of his subject. Not all subjects will require the same amount of preparation. Not all subjects need to be presented with the same degree of thoroughness. In arriving at some estimate of the number of instructors required to carry the teaching load at The Adjutant General's School, therefore, one can arrive at a "yardstick" only upon the basis of the consensus of "educated judgments" by those who have tried conscientiously to prepare themselves to be reasonably effective teachers of the various subjects taught at the School. To this end, the Survey Commission interviewed representative instructors at the School, all of whom are judged to be good instructors by their supervisors and, from classroom observations, by members of the Commission. The consensus of opinion among instructors is that, on the average, 30 to 35 hours are required to prepare a one hour lecture on an academic subject for presentation the first time. (Sixty hours of preparation for one hour of classroom presentation is the accepted standard at the Command and General Staff College.) To repeat the subject at subsequent classes, approximately six hours of review and reparation are required. In contrast, classes involving the teaching of skills, such as judo, typing, operation of business machines, and the like, do not require any further preparation once the instructor has mastered effective teaching techniques. At present, most of the teaching at The Adjutant General's School is of the academic subject matter type. Once an instructor has prepared for such teaching, he can repeat the lectures any number of times to different groups. No instructor at The Adjutant General's School should be called upon to make more than one preparation a week to teach a new subject or more than four preparations a week of those subjects which he has presented to previous classes. (It should be noted that the above discussion is based upon the present circumstances where lectures and conferences are the primary methods of instruction. With the adoption of a functional instructional program, as discussed in Chapters VIII and IX, the amount of preparation probably will not be as high.)

3. In view of the considerations discussed here, the Survey Commission considers that the present "yardstick" for determining the number of instructors is arbitrary and unsatisfactory. It would be extremely difficult to arrive at a yardstick which can be applied automatically and mechanically. At best only an "estimated yardstick" can be arrived at. To do so would require that figures be obtained on the probable amount of time involved in all the various activities that instructors engage in, as well as the available number of hours per instructor during the year. Requirements for instructional personnel in the various courses will vary depending upon the nature of the content and instructional methods employed. If the estimates are sound, a practical yardstick can be determined for measuring personnel needs. Such a yardstick, of course, assumes stability in the personnel and the work situation over a considerable period of time.

a. With the constant turnover of instructor personnel which occurs at the School, the Director of Training is faced constantly with new instructor personnel who must be indoctrinated through the Instructor Guidance Program and be given sufficient time to prepare the subjects they are to teach. The assignment and reassignment of instructors do not occur at stated periods during a year, but occur continuously throughout the year. (See Chapter V.)

b. Proposals to be made in this report to improve the instructional methods may at first require more time on the part of instructor personnel to prepare than is now spent. (See Chapter IX.) Furthermore, other situations constantly occur which create emergency needs for quickly adjusting the number of instructional personnel needed.

4. As soon as it becomes apparent to the administration at the School that instructors must spend more than the forty hours a week normally expected of them to perform their duties, the administration should be permitted to request and to receive an assignment of new instructor personnel.

5. Where established yardsticks can be applied to other activities carried on at the School, because they are of a nature where standards of performance can be established as valid, they should be retained. However, a more practical and realistic "yardstick" needs to be developed to estimate the needs for instructional personnel. Such personnel are highly selected and considered especially qualified to instruct. They must be considered the essential group at the School. It is the group about which the administration must be particularly concerned. The administration must be able, therefore, to adjust the number of instructors easily and readily at all times to meet the needs of the School. To do so, they must have a procedure which is sensitive to the needs and by which immediate adjustments can be made. At the present time, personnel ceilings are rigidly set according to arbitrary yardsticks. It is a major effort to adjust the ceiling to provide adequate instructor personnel when needed. By the time a necessary increase is granted, much damage has resulted from loss in effectiveness of teaching because instructor personnel is overworked. It appears to the Commission, therefore, that administrative officials at the School must be presumed to be responsible for determining their needs for instructor personnel. Provisions must be made so that upon their judgment, it will be possible to increase (or decrease) instructor personnel quickly as needed in order to meet the demands of the situation.

6. In order for The Adjutant General's School to be effective in preparing personnel to assume duties in various positions under the jurisdiction of The Adjutant General's Department, the School must have additional personnel. A chain is no stronger than its weakest link. The work of the School as a whole likewise suffers when any one activity is not maintained properly. For example, an inadequate number of firemen means cold buildings. Cold buildings may mean that work cannot be undertaken at full efficiency. The instructor's preparation may suffer, and of consequence, his presentation will be inadequate. If this situation occurs with frequency, the graduated student may find himself assigned to a duty for which he supposedly has been trained at The Adjutant General's School, but which he cannot handle because the instructor failed to give him the information, or, perhaps he was on K.P. duty the day pertinent information was presented in class, or he may have been ill with a cold acquired by sleeping in a cold barracks building after coming from an overheated library. All activities in the School represent an integrated whole when taken together in their relationships to each other. If any are worth maintaining because they contribute to the effectiveness of the school as a training center, then they are worth maintaining adequately with a proper staff to carry them out at a high level of efficiency.

7. If the School is to carry out the recommendations made in this report in the interest of improving its educational program, additional positions must be created and the staff expanded to fill them. Such increase in personnel is considered fully justified by the Survey Commission as a result of its study of the education program of the School. Specific reasons for the expansion contemplated appear throughout this report. At this point, it is desired solely to emphasize the importance to the overall functioning of the School and to the improvement in the effectiveness of its training specifically by providing an increase in personnel ceiling in order to cover the additional personnel required to staff the new positions which are being recommended.

8. The discussion of the personnel situation and the needs of The Adjutant General's School has been in relation to maintaining the School in its present location. It is the only realistic frame of reference that the Commission had upon which to base a discussion of the personnel situation at the School. The Commission desires that what has been said about the personnel situation at the School should not be taken as a detraction from its

recommendation that the School should be moved from Camp Lee, Virginia, to a location with more suitable facilities for a School. When such a move is brought about, the personnel strength to maintain the various activities can be re-examined. In any case, moving the School will not obviate the considerations which have been set forth in governing the basis for determining what are the special personnel needs of the School in relation to its specific training mission.

9. With the establishment of the proposed Analysis and Review Section (see Chapter III), it will be possible to develop and inaugurate a plan to utilize reserve officers selected to assist in the development of various phases of the educational program at the School. There are many educational and psychological specialists on college and university faculties who hold reserve commissions and who would welcome the opportunity to participate in a useful reserve capacity for anywhere from 15 to 90 days during the summer months. As projects materialize in the work of the Analysis and Review Section, additional assistance can be obtained in carrying them out by requesting such reserve officers to accept limited tours of duty for training at the School. Their time would be devoted to study and analysis of the various educational and psychological problems which concern the School and which would further the development of its educational program. The reserve officers will profit from their experience and will be more valuable to the Army because of the training received in dealing with some of its typical educational problems. (The educational problems which The Adjutant General's School has are not peculiar to it, but are faced by other Army schools as well.) The Adjutant General's School will profit materially from the assistance of carefully selected reserve officers with a proper technical understanding of educational and psychological problems. The solution of the School's educational problems will be speeded with an occasionally augmented staff in the Analysis and Review Section, and the backlog of projects which develop normally out of regular work will be greatly reduced. It should be planned to utilize the reserve officers as a group during the summer months. They can work as committees on the various projects, and thereby combine their resources. This plan will prove to be a valuable source of additional personnel for what should become a very important phase of work at the School.

III. RECOMMENDATIONS

1. That the personnel ceiling of The Adjutant General's School be increased to provide the necessary personnel to maintain all of its various activities at a high level of efficiency with especial reference to eliminating the use of student personnel on extra duty rosters when it interferes with their attendance at classes.

2. That additional positions be authorized to provide technically trained personnel needed to improve the educational program of the School.

a. These positions include a psycho-educational adviser and a personnel technician (tests and measurements) for the proposed Analysis and Review Section; key civilian instructors; a professional librarian; and an instructional aids supervisor.

3. That a more practical and realistic yardstick be determined for estimating the needs for instructional personnel at the School and that requests for additional instructional personnel to meet emergency situations be evaluated in terms of the justifications submitted, even if the request exceeds the established personnel ceiling.

4. That a plan be developed to augment the staff of the proposed Analysis and Review Section during the summer months by utilizing reserve officers who are specialists in education and psychology.

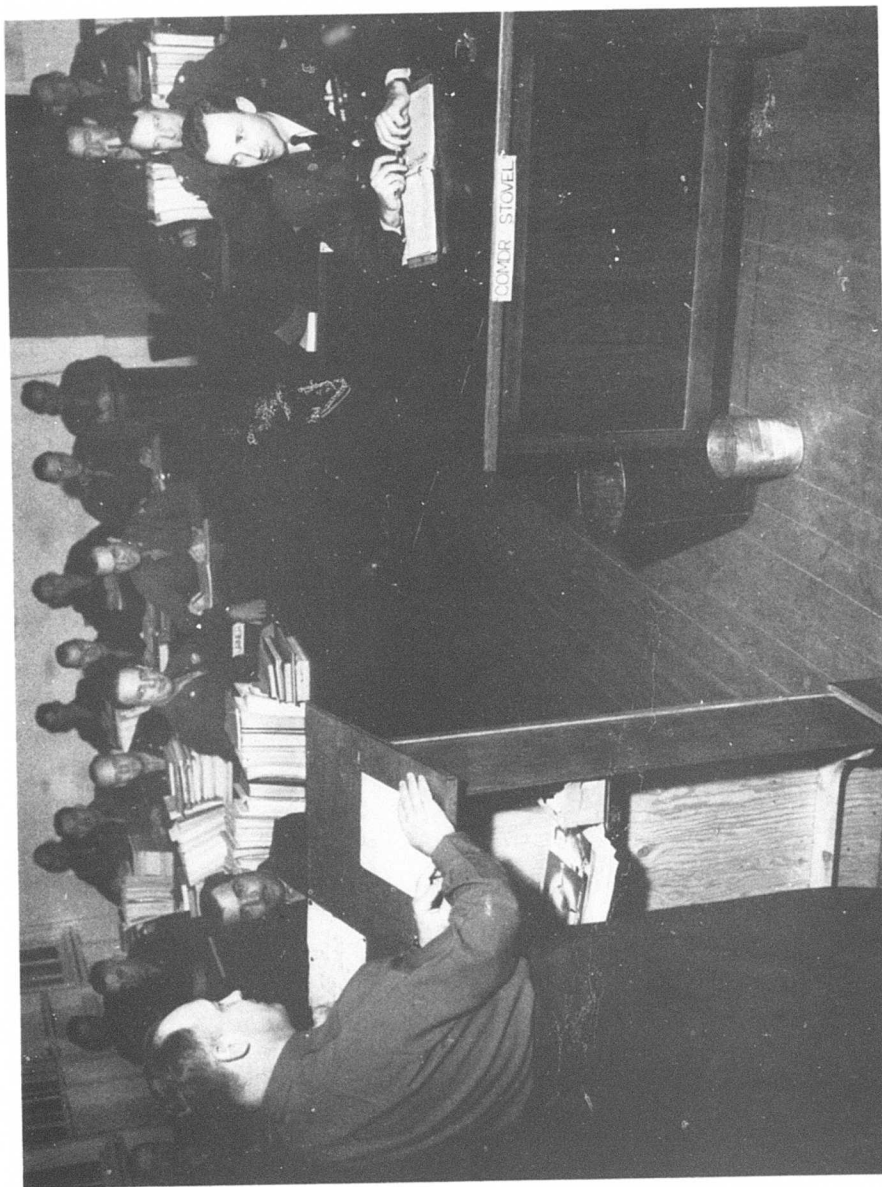


Figure 7

Instructor Conducting Conference in the Advanced Adjutant General Officers' Course

CHAPTER V

SELECTION OF FACULTY

I. CURRENT SITUATION

1. What is the present procedure for the selection of instructors (officer and enlisted)?

a. Officer Instructors: Officer instructors are selected from among personnel being made available to the School by assignment authorities in The Adjutant General's Office. They come primarily from two sources, namely, officers returning from overseas service and from among graduates of The Adjutant General's School. For potential officer instructors the Officers Qualification Records, DA AGO Form 66, are forwarded to the School where they are reviewed. If from the records an officer appears to have any suitable qualifications to become an instructor at the School, his assignment is requested. A few officers who have proven to be outstanding staff members and instructors at the School were obtained from among personnel completing graduate courses in personnel administration at various universities which they attended under the provision of WD Circular No. 116, 1947.

b. Enlisted Instructors: Enlisted instructors are selected primarily from among available graduates of the various enlisted courses given at the School. Any enlisted man attending the courses because he is in the replacement stream is available, provided that the School releases a man to take his place in the replacement stream. Enlisted students who have been detailed to attend the School by their permanent organizations are expected to return to them, and the School naturally does not feel that it should pirate potentially desirable instructors among such men.

2. What are the bases for the present selection procedure?

a. Officer Instructors: Chance availability of potentially desirable instructors is about the only basis upon which the selection procedure starts for officer instructors. Little or no attempt is made to locate officers who possess suitable qualifications to become instructors and who express an interest in teaching. Assignment of field-grade officers to the School is normally for a period of three years. Company-grade officers are to be retained for a minimum of two years (DA Circular 62, March 1948). This is a new policy and its effect has not as yet been realized. Before the announcement of this policy, assignment has been for an uncertain period of time and led the School to request assignment of officers "in desperation" if their record appeared that they had the least modicum of ability which could be developed. An officer who knows that his tour of duty as an instructor at the School will be extremely limited, has little desire to prepare himself to become an effective instructor. He might have developed an interest in teaching if his tour of duty were for a longer period. Turnover in officer instructors at the School has been unduly heavy (approximately 75% since 1 July 1946) and the consequences in lowering the effectiveness of instruction have been correspondingly severe. The present viewpoint of most officers toward the normal development of an Army career is that an assignment as an instructor at a service school is a "time out" period. There is no career for teachers as such in the Army. It is difficult at best, therefore, to develop the necessary interest and to encourage the acquisition of adequate teaching skills in an officer assigned to a service school as an instructor. There are, of course, former teachers in the Army, but they now look forward to careers as officers, not as teachers. When the relatively short period of assignment is added to the career factor, it must be concluded that the present basis of assignment of officer instructors is not conducive to obtaining well qualified and interested teachers.

b. **Enlisted Instructors:** The basis for the assignment of enlisted personnel as instructors at the School is sounder than it is for officers. An assignment can be obtained for an enlisted man who is an outstanding student in one of the courses at the School and who is available through the replacement stream. His interest in becoming an instructor can be determined by personal interview. He can be given a "try-out" period at the School to determine whether or not he can become a suitable instructor. Enlisted instructors of outstanding ability can be retained for longer periods of time, because the reassignment policies are not as rigidly set for enlisted personnel as they are for officers. Furthermore, assignment as an instructor at an Army school is a desirable one for an enlisted man and promotion to at least staff sergeant is rapid. All in all, there seems to exist an adequate basis upon which the selection of enlisted instructors can be made.

3. What are the qualifications by which instructors are selected?

No definite set of qualifications has been established for the selection of instructors. The qualifications of personnel available are studied from their records. If they seem to have potentialities to become instructors at the School in the opinion of those officers at the School who review the records, their assignment is requested. Potential enlisted instructors are observed in class and interviewed before they are selected.

4. What procedures should be adopted to insure the most satisfactory possible selection of officer and enlisted personnel for assignment as instructors?

The answer to this question is a critical one from the standpoint of insuring that the School's training mission is carried out in an effective manner. It was discussed fully and at some length by the Commission with various members of the staff at the School. The opinions which were expressed can be summarized as follows:

a. Up to the present time, no selection instruments have been developed which can be employed to select instructors.

b. A review of personnel records may give some indication as to who may be potentially an instructor. Certainly education and experience must be taken into account.

c. Primary interest in instructing and ability to do so are the most important factors to consider in the selection of potential instructors. Under present circumstances only a try-out of potential instructors will determine whether they possess these factors. Experience has shown that specific branch of service to which personnel have been assigned can be ignored as long as they possess such traits.

5. Is the tour of duty of officer instructors of sufficient length to insure their usefulness as instructors at the School?

This question is considered only for officer instructors because under current assignment policies tours of duty are more strictly limited for officers than they are for enlisted personnel. The answer to the question is almost an unqualified, "No." Even at the maximum established tour of duty of three years, an officer spends the first year largely in the stage of preparation, the second year in becoming experienced as a teacher and the third year in becoming proficient. By the time he is to be reassigned, he has usually become an effective teacher. Considerable time and expense is involved in maintaining an instructor guidance program to train instructors. If one is not maintained, the instructor, through trial-and-error, must use whatever resources are available to him for self-improvement. The chances of developing good instructors are much improved with a planned instructor guidance program. Under present assignment policy, the opportunity to become an effective instructor is much greater than is the opportunity to remain an effective instructor for a considerable period after receiving training.

II. OBSERVATIONS

1. Despite the limitations which are operative in the selection of officer instructors for the School, the present group of officer instructors on the average appears to be as good as can be obtained from military personnel. Their interest in instructing is high and there is ample evidence that they put in many long hours of hard work in the preparation of their materials. Under the present assignment policy, however, the level of excellence appears to be a fortuitous one and future assignments cannot be depended upon to furnish replacements of a calibre on the average equal to or better than that which obtains in the present group. Many of the officers assigned to the School are recently integrated Regular Army Officers not immediately eligible for foreign service. A key group was obtained from among a group of officers completing a year's graduate work in personnel administration in June 1947. Such circumstances providing the opportunity to obtain the assignment of excellent potential officer instructors are not likely to occur again.

2. As long as the tour of duty of officer instructors is to be for a period of three years or less, there will exist a natural lack of incentive. The appeal that it is desirable for all officers to acquire some training in teaching methods and techniques because, whether or not they are teaching at an Army school, they will be engaged in training activities more or less all through their Army career, may have some effect upon stimulating their interest in learning to become good instructors. However, such an appeal will at best have only a tenuous effect, because the acquisition of skills which people do not intend to use in the conduct of their everyday affairs is usually postponed in preference to learning those things which will put them in a better position for promotion. There will probably always be a few former teachers among any group of officers selected to instruct at the School, but there are not enough former teachers among officers in the Army to insure that personnel with such a background will always be selected. Besides, as has been pointed out previously, former teachers who have become Army officers have changed careers. They are no longer primarily interested in being teachers.

3. The situation described and discussed in regard to selecting and guiding officer instructors who are potentially excellent teachers, presents a dilemma which the Commission has faced frankly. It seems desirable that the tour of duty for really competent, well qualified and interested officer instructors be not limited. However, it is realized that from the standpoint of the individual officer such an assignment policy may be a handicap to furthering his Army career if present personnel policies of the Army are to continue. It is possible, of course, that the Army may come to recognize the need for good teachers among Army personnel and to take steps either to recognize a career for officers as teachers within the Army and to provide lines of promotion for them or to undertake to impart effective teaching methods to all officers who are likely to be assigned as trainers or instructors sometime during their Army career.

4. There is no strict limitation on length of tour of duty for enlisted personnel. Selection can take place over a period of time from among the graduates of the various enlisted courses. Potential instructors can be tried out and reassigned without prejudice if they do not prove to be good instructors. As mentioned previously, interest in becoming an instructor at an Army school is high among qualified and capable enlisted personnel. Promotion to a grade of staff sergeant at least comes rapidly. With but a few exceptions, the enlisted instructors at the School are at least that or higher. The table of allocation of grades for The Adjutant General's School provides for the grade of Staff Sergeant or better for all instructors. Such a situation should continue to be the case because a capable and well qualified enlisted instructor deserves to be graded in one of the first three grades.

5. The Survey Commission observed--and comments to the same effect were made by various instructors at the School--that enlisted classes were taught more effectively by enlisted instructors than by officer instructors. Several factors seem to account for such a situation:

a. Enlisted personnel have been indoctrinated to respect grade, especially in relation to officers. Exceptions to this can be, and were, noted in the case of particular officer instructors who have established successfully a teacher-student rapport with enlisted students in preference to the usual officer-enlisted man relationship characteristic of the Army as a whole. Where an officer, because of his personality, is unable to bring about a relationship of respect on the part of enlisted students because of his ability as a teacher instead of because of his position as an officer, the learning situation in the classroom suffers. Enlisted students "freeze up." They will not ask questions or enter into discussions freely because of the awe of "authority."

b. Enlisted instructors live and work under the same conditions as enlisted students do. They can freely move about among enlisted students. They understand the motivational factors which are operative in the behavior of enlisted students. Because of their insight into the various problems of the enlisted man they can gear their instruction along the lines which meet the needs of the enlisted student. They can develop readily among enlisted students discussions about the subject matter and guide it with the perspective of how an enlisted man must function in the duty for which he is being trained. Except for formal lectures, therefore, it is a more desirable practice to assign enlisted instructors to conduct the classes for enlisted personnel. The Commission does not desire to recommend this procedure as a hard-and-fast rule, because there are exceptions to it. There are officer instructors who have suitable personalities and a deeper understanding of the subject matter than any enlisted instructor who is available. Such an officer, therefore, should be utilized as the instructor for particular topics in enlisted classes. But, as a general rule, wherever it is feasible to do so, enlisted classes should be taught by enlisted instructors.

6. The Survey Commission finds it difficult to generalize its findings concerning the situation in regard to the selection of instructors. It obviously is not a satisfactory or good one. The selection of officer instructors particularly is too much subject to chance factors. When by chance a good instructor is developed by the School, the reassignment policy of the Army removes him from the School just at the point when he reaches his maximum usefulness to the School. At the same time, as has been pointed out several times previously, the Commission realizes that there is no career in the Army for an officer who desires to be an instructor at an Army school. It appears to the Commission, therefore, that the matter of selection of instructors for Army schools is a subject for research on an Army-wide basis.

7. Another possibility investigated by the Commission for providing more stability in the instructional staff at the School was the appointment of a few civilian instructors to positions in each of the departments except the Combined Arms Department. The administrative staff of the School considers such a step to be a desirable one. A considerable portion of the subject matter taught at the School is essentially non-military in nature and is included because it has military applications. Examples of such subjects are personnel management, office management, machine accounting, penal systems, statistics, personnel psychology, and the like. However, if non-military instruction is to be functional, it must be related to military content. Either the civilian instructors should have had some military background, or provisions should be made for them to obtain it. This is necessary in order that their instruction will not be academic but will be functionally related to military situations.

8. Although it has been indicated that the current staff of military instructors is excellent from the standpoint of general competence and interest, many instructors do not possess the technical background which is necessary for the type of instruction for which the School is responsible. A few key civilian instructors in the departments where their training and experience can be utilized would provide the much needed expert assistance in developing technical subjects. Furthermore, their appointments would add an element of stability and continuity not available under the present system of rotating military personnel. One caution must be exercised, however, if the appointment of civilian instructors is to serve the purpose intended. They must be individuals of high calibre, well trained and experienced in their specialty with a recognized professional standing in their

own subject matter area. To attract such a person to the School, the Civil Service Grade must be at least at the P-4 through the P-6 levels. (See Appendix F for position description.) Unless such grade levels can be obtained, it is unlikely that persons of the desired calibre can be attracted to accept appointments, in which case it is more desirable to continue to use only military personnel as instructors. Furthermore, opportunities must be provided for civilian instructors to maintain and even extend their professional contacts while employed in an Army school. Unless such provisions are made, it would be undesirable to appoint civilian instructors, because their morale would be low and they would seek the first opportunity to accept employment elsewhere where they would obtain the contacts needed to stimulate their continued growth and development in their chosen field of interest. The appointment of civilian instructors would have the further advantages of:

- a. Furnishing teaching personnel who are more expert in their respective subject-matter fields than military personnel are likely to be.
- b. Obtaining personnel whose careers are in the subject-matter field and for whom teaching is an aspect of furthering their professional career.
- c. Identifying the teaching at the School with similar teaching being conducted at civilian educational institutions.
- d. Providing needed professional liaison between the School and civilian educational institutions, business establishments and industrial concerns in areas presenting problems of initial concern.

III: RECOMMENDATIONS

1. That a research program be undertaken by the Department of the Army on the subject of selection, assignment, and promotion of officer and enlisted instructors at Army schools to determine specifically:

- a. Desirable qualifications for effective and successful instructors.
- b. Instruments which can be employed in selecting potentially successful instructors.
- c. The place of instructors in the career management program of the Army.
- d. Necessary modifications in personnel policy and management to insure that Army schools are provided with the best possible instructors.
- e. Proper allocation of grades to Army schools to insure that desirable instructors of a high calibre are assured of promotional possibilities.

2. That as rapidly as possible the staff of enlisted instructors be increased to the point where enlisted courses are taught almost exclusively by them, provided that they are as well qualified to teach as are the available officer instructors.

3. That a few key civilian instructors in the Civil Service Grades of P-4 through P-6 be appointed to teach non-military subject matter provided:

- a. That the civilian instructors should have, or be able to obtain, the necessary military background so that their teaching can be functionally related to military situations.

CHAPTER VI
TRAINING OF INSTRUCTORS

I. THE INSTRUCTOR GUIDANCE PROGRAM

1. What is the present program of instructor training?

At the present time, there is one officer in charge of the instructor guidance program (Assistant Director of Training). There has been no organized program of instructor guidance. It has been the practice at the School for the officer-in-charge of instructor guidance to work individually with new instructors for a period of a week or two and then to have them audit classes for a period of time before beginning their instructional duties. The program, therefore, has been very informal and supposedly has been adapted to the needs of the new instructor insofar as the officer-in-charge of instructor guidance could determine them. Also, preliminary to beginning to teach or concurrently with it, the practice has been to have the new instructors audit the 19 class sessions on techniques of instruction which are given in the Recruiting Instructors Course.

2. What are the plans for the further development of a program of instructor guidance?

The present officer-in-charge of instructor guidance only recently has assumed this duty. He is a recently integrated officer and appears to be well equipped to develop an effective program of instructor guidance. As a civilian, he was a public school administrator. He recently completed a tour of duty as a graduate university student in personnel administration. His Army experience, in addition to his civilian experience, has given him a broad familiarity with training activities. This officer furnished the Survey Commission with a plan for an instructor guidance program, which in outline is as follows:

- a. To prepare a handbook, by topics, on various methods of instruction.
- b. To give guidance in the preparation of lesson plans.
- c. To have each new instructor make a recording under the direction of the speech instructor.
- d. To have each new instructor audit the subjects conducted by those instructors considered the best in the School, and to make critiques of the instruction observed.
- e. To have each new instructor assigned to a senior instructor who will critique the new instructor in regard to his own instruction.
- f. To conduct orientation courses for new instructors covering mainly the techniques of instruction now given in the course for training recruiting instructors.
- g. To conduct a continuing seminar meeting once every two to four weeks for the discussion of educational methods and techniques.
- h. To conduct a class visitation program whereby instructors will visit classes given by other instructors and subsequently to critique the methods of instruction observed.
- i. To make the speech instructor available for any recording and diagnostic work with any instructor who wishes it or needs it.

3. What should be the functions of an instructor guidance program at the School?

The Survey Commission discussed this question at some length with various members of the staff at the School. All were agreed that, in view of the present policy of selecting and assigning instructor personnel to the School, any instructor guidance program would have to be based upon the assumption that new instructors would need complete and thorough training in instructional methods. Furthermore, for even well qualified and experienced teachers, there is a real need for a continuous program of instructor guidance to keep them refreshed concerning effective teaching methods and techniques.

4. What modifications should be made in instructor training in order to increase its effectiveness?

In raising this question with various members of the staff concerned, it was apparent that the present plans for developing and extending the present instructor guidance program were all in terms of perpetuating the current instructional methods, namely, the lecture, the conference, and the practical work methods. The proposed plan, as outlined above, has been conceived as providing ways and means of making more effective the currently established classroom practices. Considerable modification will be required to establish more effective instructional methods and techniques which will better prepare students to undertake the duties of specific military occupational specialties. What new instructional methods are needed in the various courses will be discussed at length and in detail in Chapter IX of this report.

II. OBSERVATIONS

1. Since Army instructors are not usually trained in instructional methods at the time of their assignment, it is not only most desirable, but absolutely necessary, to have a strong instructor guidance program. Even though instructors may have had training as teachers in civilian life, there are enough points of dissimilarity between civilian education and Army education to justify requiring all instructors to pursue an instructor guidance program upon assignment to an Army school. Furthermore, even though they may have been civilian teachers, the chances are that a considerable period of time has elapsed between their experiences as civilian teachers and the undertaking of the duties as instructors in Army schools.

2. Whether each Army school, such as The Adjutant General's School, should maintain a complete instructor guidance program, including both orientation and indoctrination for new instructors and continuous in-service training for old instructors, is a most important question which the Survey Commission has considered in relation to the problem existing at The Adjutant General's School. Teacher training is a specialized field requiring specific interests and training in the educational field. Not all teachers are suited to train other teachers. Many teachers have no interest in training other teachers how to teach, even though they have a high degree of interest and skill in teaching their own particular specialty. Within the Army as a whole, there is no doubt that a group of instructors could be selected who have the training, experience, and interest in improving the instructional methods and techniques employed at Army training centers and schools through teaching others how to apply suitable instructional methods. If some central school or area schools could be established for the purpose of training Army instructors, great progress could be made in improving instructional techniques employed. Most instruction in the Army is guided today by principles enumerated in TM 21-250, Army Instruction, and TM 1-1000, Vocational Teaching. These are excellent manuals as far as they go. However, as in the case of The Adjutant General's School, there are training requirements and learning situations which require instructional methods which go beyond the rather limited general purpose, one consisting of preparation, presentation, application, examination, discussion, and critique as prescribed in TM 21-250, Army Instruction. It seems to the Survey Commission that the purpose of training instructors for assignment to Army schools could be carried out best by the establishment of a central training school (or schools) for instructors, provided that it became the center of advanced thought on educational practice in the Army and geared the instruction to meet the specific instructional problems faced at various Army training centers and schools. Otherwise, each Army school, and in this case The Adjutant General's School in

particular, must maintain an instructor guidance program of a high order of excellence in order to meet its own particular needs. Each Army school could detail one or more of its own instructors to such a central training school on a rotation basis to maintain close contact and liaison and to keep the instruction at such a school closely related to current problems of instruction at his own particular Army Schools. In any case, even with a central training school for Army instructors, The Adjutant General's School should maintain an instructor training program for brief orientation of new instructors and for continuous in-service training of all instructors. But, more emphasis could be placed upon the latter with great effect in assisting instructors to carry on their teaching at a high level of proficiency.

3. A more adequate instructor guidance program than is presently planned needs to be developed for instructors assigned to The Adjutant General's School. At present the School's main emphasis is upon the lecture method. Although some of the teaching at the School always will be conducted by this method, many different methods of instruction need to be employed. For example, actually two extreme types of training exist at the School. One extreme is teaching skills. The other involves teaching technical subjects of a professional nature. At the School the distinction may be seen in the difference between the teaching in the Machine Accounting Course and the Advanced Adjutant General Officers' Course. It is apparent that the lecture method would be used very rarely in teaching skills while it would find more use in teaching technical subjects (although, in contrast to the present situation at the School, its use in the latter situation needs to be greatly deemphasized). To provide adequate types of instruction, therefore, the need for instructor guidance at the School is mainly in methods other than the lecture in order to cover the wide variety in instruction given, ranging from teaching skills to imparting highly technical knowledge.

4. Reserve officers (see Chapter IV) who in civilian life are members of college faculties, could participate in the instructor guidance program during the summer. It may be possible even for one or more such reserve officers to obtain a leave of absence from his civilian school and be assigned especially to assist in carrying out a program of instructor guidance.

5. One of the difficulties in connection with running an instructor guidance program for new instructors is the fact that instructors are likely to arrive for duty at any time during the year. At the present time, the turnover is high due to the fact that many instructors are eligible for overseas assignments. This is more particularly the case in regard to officer instructors, but it applies also to some degree in the case of enlisted instructors. If new instructors could be assigned in groups once or twice a year, or at most four times in a year, it would be possible to develop an organized program of instructor guidance on a much higher level, and one which would be more adequate than anything which is planned for orienting the single instructor reporting at any time during the year. It appears to the Commission that representation to assignment authorities in the Department of the Army to establish such a policy for assignment of instructors to the School is a reasonable request. Conversely, instructors should be reassigned from the School only at definite times, and only after a group of new instructors have been trained to replace them. With such an assignment policy in effect the program of instructor guidance for new instructors could be as follows:

a. New instructors could first be interviewed by the officer-in-charge of instructor training, or one of his assistants, to determine their qualifications for and interest in teaching. If at that time it appeared that the potential instructor has been misassigned, his reassignment could be requested without prejudice to his record.

b. The new instructors could then, for a reasonable period of time, attend organized classes on instructional methods employed at the School to become familiar through lectures, reading, discussions, and practice demonstrations, with the various learning situations existing in the various courses.



Figure 8
Instructor Supervising Students
in the Operation of an IBM Tabulating Machine

c. Following this, a systematic program of classroom observation could be organized so that new instructors could see the current instructional practices in use. Concurrent with this, they could be preparing lesson plans to conduct the teaching for some specified subject or subjects under the supervision of the regularly assigned instructor. Group discussions could be scheduled throughout this period for the purpose of conducting critiques upon what they had observed (with incidental profit to the regular instructors as part of their own continuous in-service instructor training). Their own performances should be critiqued by the regular instructors under whose supervision their first lessons were presented to classes.

d. The excellent facilities of the voice recording studio at the School should be employed to make a voice recording for each new instructor and part of the speech instructor's time should be devoted regularly to diagnostic work for the instructor guidance program.

e. A final period of classes for new instructors should be held to review the work and to evaluate their understanding of the various instructional methods suitable for application at The Adjutant General's School. At this time, if the prospective instructor does not demonstrate his capability for handling instruction at the School, he should be reassigned without prejudice to his record.

6. In the event that block assignment of instructors is not feasible under current Army assignment policies, the program of instructor guidance must be continued on an individual basis. To do so in an effective manner will require an initial interview; a program of reading and individual conferences with instructor guidance personnel; class visitations; practice instruction under the supervision of a senior instructor; and, final evaluation of effectiveness as an instructor by instructor guidance personnel. Voice recordings and necessary diagnostic work should be conducted by the speech instructor in the early part of this period. The time spent with a new instructor on such an individual basis can vary from a few days to several weeks, but ordinarily should require from two to four weeks. If he cannot adapt within such a period of time he should be reassigned. It is a disservice to an individual to retain him in an assignment for which he cannot demonstrate a capacity to learn the necessary elements and manifest the requisite interest within a reasonable period of time. It also unnecessarily takes up the time of staff personnel charged with his training and supervision. The Survey Commission considers the program for orienting new instructors individually to be less desirable than the group program discussed above. Neither the individual nor the small group instructor guidance program for new instructors would be necessary if a central instructor training unit were organized. By sending new instructors to the central instructor course the problem of instructor guidance for the individual or small group would disappear. An instructor training program should include practice in teaching which can be conducted only if there are enough present to serve as a class of students. Mere theory in an instructor training program is not sufficient. Civilian schools of education discovered this long ago and require a course in practice teaching. The prospective instructor should have the opportunity to stand up before a group of students (who should be other members of the instructor training class) and conduct a conference or exercise in order to learn how really to do it.

a. In any event, the current practice of requiring new instructors to audit the 19 class sessions on Techniques of Instruction in the Recruiting Instructors Course should be abandoned as soon as a more desirable instructor guidance program can be developed. The materials included in the 19 lessons are on a rather elementary level and are not pointed directly toward teaching at The Adjutant General's School.

7. At the Command and General Staff College, Fort Leavenworth, Kansas, there is taking place a considerable development in methods and techniques of instruction in relation to the problems of learning which arise out of the nature of the material being taught there. Two formal classes in instructor guidance for new instructors are conducted there during the summer months. The Commission considers that it would be most profitable for the present officer-in-charge, and an assistant to him if possible, to be detailed to the Command and General Staff College to audit one of the courses to be given during the summer of 1948.

8. Methods of instruction are linked inevitably with all the other educational problems of the School. It is essential, therefore, that the instructor guidance program be integrated closely with the work to be carried on by the proposed Analysis and Review Section. Actually, a good instructor guidance program should develop out of analysis and review of the educational program as a whole. At the same time, it will be contributing to the development of desirable educational practices. Furthermore, the instructor guidance personnel will be evaluating instructor competence, which is of immediate interest and concern to the persons who will be evaluating methods of instruction and achievement of students. Also, the instructor guidance personnel need to be in close touch with current training doctrine and its influence on the content of the curriculum, because they will be training instructors to impart the content in ways in which it will be learned most quickly and thoroughly. It is, therefore, desirable and necessary to make instructor guidance a function of the Analysis and Review Section, where it can contribute to the development of the overall educational policies for the School.

9. To assist the instructor guidance personnel to perform their mission, a method for students to indicate their evaluation of the instruction they have received should be instituted. The method should consist of having students complete, at the conclusion of each course, diagnostic rating scales (without signature) on the instruction received from their various regular instructors (those appearing most frequently in the program from the department primarily responsible for the course). This practice is becoming increasingly common in civilian educational institutions and has proven most helpful to instructors and their supervisors in correcting faulty teaching habits and in determining which methods and techniques are most stimulating for learning. Ratings can be obtained for such characteristics as distracting idiosyncrasies in the instructor; annoying or pleasing teaching habits; general level of difficulty of the learning situations; effective teaching techniques; readability and availability of reference materials; integration of instructional program; and the like. In fact, such a rating device can be used to investigate and evaluate matters over which the instructor has no actual control because they are inherent in the educational policy of the School. (See Chapter XII.) It will probably be necessary to conduct a "job analysis" of the classroom teaching at The Adjutant General's School to determine the elements which should be incorporated in such a diagnostic rating scale. In fact, it should become one of the first projects to be undertaken by the Analysis and Review Section when it is established. Its development and use are discussed here because it has an immediate value to the instructor guidance personnel in helping them to determine the magnitude and scope of the program for training instructors, both new and old. One incidental advantage which should accrue to the School from the use of such an instrument will be to reduce the amount of classroom visitation by School officials. Some visitation for supervision purposes will always be desirable and necessary and supervisory personnel should not become completely dependent upon results from diagnostic rating scales as a substitute for observation. However, the number and extent of visits might well be reduced. A considerable number of students and instructors commented to the Commission that outside visitors and school officials constituted a distracting influence upon the conduct of classes. It was the consensus that both instructors and students try to put on a "good show" when visitors appear in a classroom and that what occurs during their presence may not be at all typical of what happens ordinarily.

10. It is the function of an instructor guidance program to devise ways and means to stimulate instructors continuously to improve their work in the classroom. To do so requires considerable imagination and ingenuity in adapting a continuous program of instructor training to the particular needs of the situation. No routine methods can be suggested. No standard program can be devised. In fact, solutions to the problem can be discovered only through continual analysis and study of the teaching and its effectiveness in stimulating the learning of the content which is presented. Furthermore, the effectiveness of an instructor guidance program is related directly to the amount of interest shown by instructors in improving their work. As has been pointed out in Chapter V of this report, instructor guidance personnel are apt to start off with a handicap in this connection because instructors in an Army school may not be interested in pursuing a career as a teacher but in getting ahead in the Army. Consequently, at this point, only certain "hints" can be given as to what might prove suitable types of activity to be included in a continuous instructor guidance program:

- a. Recordings of classroom activities for discussion and critique.
- b. Observations of teaching at civilian educational institutions.
- c. Talks by educational specialists visiting the School, especially if they can spend a few days observing classes beforehand.
- d. Selected readings of materials of current educational interest and seminar discussions on them.
- e. Committee activity in conjunction with members of the Analysis and Review Section investigating various phases of the educational program at the School.
- f. Individual conferences with instructor guidance personnel in the process of revising lesson plans.
- g. Conferences to introduce new content, methods, and techniques to be stressed at the School.

11. The above list is not intended to be exhaustive of the possibilities for continuous instructor training. Except for one or two regularly scheduled formal meetings, each month, most continuous instructor training will be informal in nature and will be conducted in small groups. The problems which will be discussed will arise out of the teaching problems which the individual instructor faces. How he solves them and upon what resources he draws to solve them is correlated directly with his interest in improving his teaching. With such an interest, and possessing the requisite ability to solve problems, how the individual instructor actually solves them will depend ultimately upon his imagination and the degree of ingenuity he exercises, as well as his desire to improve and his willingness to take suggestions. Teaching is a creative art.

III. RECOMMENDATIONS

1. That research be undertaken by the Department of the Army to determine the extent of the need for and the feasibility of establishing a central training school for Army instructors. The research should include:

- a. An investigation of the variety of educational methods and techniques which are employed to accomplish specific training missions at various training centers and schools in order to determine whether there are commonly employed ones. If this were found to be the case, it would be desirable and economical to establish a central training school or schools for potential instructors.
- b. An analysis of existing training methods to determine whether they are the most effective ones in relation to the training objectives of the programs of instruction in which they are employed.
- c. A determination of the amount of improvement which a central training school for instructors would make by raising the general level and effectiveness of Army instruction.

2. That the instructor guidance program at The Adjutant General's School be made a part of the work of an Analysis and Review Section.

3. That the instructor guidance program at the School be strengthened by increasing the variety of activities in which instructors will be engaged in the interest of improving their teaching and by relating the program to the observed needs of the instructor specifically.

4. That the Department of the Army investigate the problem of assigning instructors to The Adjutant General's School and, if possible, adopt a policy of assigning instructors to the School in groups not more than four times a year.

5. That an objective rating method for the purpose of obtaining student evaluation of the instructional program be devised and employed.

6. That the Commandant of the School request the Commandant of the Command and General Staff College, Fort Leavenworth, Kansas, for permission to detail the officer-in-charge of instructor guidance, and an assistant if possible, to audit the instructor guidance course to be given there during the summer of 1948.

CHAPTER VII
STUDENT SELECTION AND GUIDANCE

I. PRESENT PROGRAMS

1. How are students selected (both officer and enlisted)?

Students are selected by assignment authorities to fill quotas which are allocated to them. The prerequisites for selection which have been established and appear in the Army School catalogue for the assignment authorities to follow for each course are as follows:

a. Advanced Adjutant General Officers' Course

Any commissioned officer with a minimum of 3 - 10 years commissioned service (including active Federal Commissioned Service in the civilian components).
Demonstrated aptitude for administration.
Maximum age 35 years.

b. Associate Basic Adjutant General Officers' Course

Officer personnel selected for this course must have demonstrated an aptitude for administrative activity.

Experience: Must have had active administrative experience at company level or higher.
Physical: General Service
Age: 25 to 48 years inclusive
Grade: First Lieutenant through Lieutenant Colonel
High school graduation

c. Officers' Correctional Custodial Personnel Course

(1) Mandatory prerequisites:

Commissioned officer of Armed Forces.
Training or experience in command functions, either military or civilian.

(2) Desirable prerequisites:

Supervisory experience in civilian or military correctional institutions.

d. Recruiting Instructors' Course (Officers)

Regular Army or Regular Air Force or Category I
High degree of intelligence, character, energy, diligence, and ability to present information logically and convincingly.
Ability to speak before groups.
Outstanding appearance.

e. Officers' Personnel Management Course

All Regular Army or Category I Officers or Warrant Officers of any Arm or Service.

(1) Mandatory:

Must be a commissioned or warrant officer of the Regular Army or in Category I.

Must be below the grade of Colonel.

Must have a minimum of six (6) months previous experience in the field of Military Personnel Administration or Management.

(2) Desirable:

Courses in business administration, personnel management, personnel psychology, educational administration, guidance, occupational research. Experience in personnel work in private, public or educational agencies, including personnel recruitment, appointment, selection, placement, training, promotion, separation, employee relations record, administration job analysis, the writing of position descriptions and specifications, or the classification of positions.

(3) Exceptions and waivers:

Waivers will be confined to cases where the officer or warrant officer, although failing to meet one or more of the qualifications outlined above, has demonstrated by outstanding performance of duty or by formal education that he is capable of successfully pursuing a career as a military personnel manager.

Waivers may be granted by the Commanding General of an army or the Chief of an Administrative or Technical Service.

Final authority on the acceptance of students for enrollment will remain with the Commandant.

f. Advanced Administration (MOS 502)

Enlisted personnel selected for this course must have served satisfactorily in an administrative assignment for three (3) months or more and have evidenced their fitness for advanced training in military administration by efficient performance of administrative and clerical duties; AGCT score of ninety (90) or better. Reasonable degree of initiative and ability to plan and control flow of work; potential qualification for supervisory activities.

(1) Mandatory prerequisites:

Satisfactory experience in administrative assignments for six months or more, including supervision of one or more of the following specialties: Clerk, General (055), Stenographer (213), Clerk-Typist (405), Company Administrative Clerk (630), and Personnel Administrative Technician (816).

Evidence of ability to direct or supervise administrative activities.

Must be NCO grades 2, 3, or 4

AGCT score 100

NOTE: Clerical duties not involving experience in organization, management and/or supervision are not acceptable as prerequisites.

(2) Desirable prerequisites:

Courses in accounting, bookkeeping, business English, business machine operation, business organization and office practice. High score on AGCT

g. Basic Classification (MOS 275)

Regular Army enlisted personnel of any Arm or Service.

(1) Mandatory prerequisites:

Must demonstrate facility in oral expression and possess personal characteristics conducive to proper interviewing.

AGCT score 100

Army Clerical Speed Test score 90

Field of Interest: Clerical-Computational

(2) Desirable prerequisites:

Qualified as: Statistical Clerk (212), Vocational Counselor (262), Social Worker (263), Classification Specialist (275), Lawyer (279), Personnel Consultant (289), Personnel Technician (290), Job Analyst (298), Student, Business or Public Administration (336), Personnel Clerk (368), or Clerk-Typist (405).

Familiarity with military classification activities.

High school graduation.

High score on the AGCT.

h. Personnel Management (MOS 290)

Regular Army enlisted personnel of any Arm or Service.

(1) Mandatory prerequisites:

Six months prior service as Vocational Counselor (262), Social Worker (263), Classification Specialist (275), Personnel Consultant (289), Administrative NCO (502), or Personnel Administrative Technician (816), or the civilian equivalent in industrial personnel, USES, or other civilian personnel work. Normally only men with prior military experience will be reported to The Adjutant General for this training or duty assignment.

Army General Classification Test - Minimum score of 110

Clerical Aptitude Test - minimum score of 90

Reading and Vocabulary unit Test (AGCT 3a or 3b) - minimum score of 115

Arithmetic Reasoning unit Test (AGCT 3a or 3b) - minimum score of 115

Must demonstrate facility in oral expression and possess personal characteristics conducive to proper interviewing

(2) Desirable prerequisites:

High school graduation

High score on AGCT

i. Machine Accounting (MOS 400)

(1) Mandatory prerequisites:

Below NCO grade 2

High school graduation

AGCT score 110

Field of Interest: Clerical-Computational

(2) Desirable prerequisites:

Six months successful experience in one of the following occupational

specialties: Clerk, General (055), Multilith or Multigraph Operator (128), Statistical Clerk (212), Key Punch Machine Operator (272), Office Machine Serviceman (282), Bookkeeper, General (350), Bookkeeping Machine Operator (351), Personnel Clerk (368), Stock Control Clerk (374), Shop Clerk (457), or Student, High School, Commercial (481).
Knowledge of IBM accounting procedures and operations.
High score on AGCT.

j. Recruiting Instructors (MOS 3274)

(1) Mandatory prerequisites:

On DEML (Recruiting Service) or attached Air Force.
Above NCO grade 5
AGCT score 110
Must be highly presentable, adaptable, and of good character with the ability to present information logically and convincingly.
Expressed interest in making a career of the Army.

(2) Desirable prerequisites:

Overseas service
Experience as an instructor, salesman, writer, or public relations man.
Courses in English composition, literature, and public speaking.

k. Correctional Custodial Methods (MOS 1677)

Regular Army enlisted personnel of any Arm or Service.

(1) Mandatory prerequisites:

Minimum age 22, except that men of age 20 or 21 may be utilized in cases where such men are sufficiently mature to successfully handle general prisoners.
Minimum height 5 feet, 6 inches.
Physically qualified to successfully accomplish 8-hour tour of duty standing, and to take instructions in judo.
No general or special courts-martial convictions, and during current enlistment not more than one conviction by summary court-martial.
AGCT score 90
Field of Interest: Military Science and Tactics.

(2) Desirable prerequisites:

NCO grade 4 or 5
Qualified as: Athletic Instructor (283), Policeman (291), Fire Fighter (383), or Patrolman, Pipeline (489).
Training or experience in a correctional institution or in police work involving correctional methods, rehabilitation, and the direct control of prisoners.
Prior military service.
High school graduation.
High score on AGCT.

l. Administrative Technician's Course (MOS 816)

(1) Mandatory prerequisites:

Satisfactory experience for three (3) months or more in performing or

or supervising one or more of the following specialties: Clerk, General (055); Clerk-Typist (405) or Company Administrative Clerk (630).

Below NCO grade 3.

AGCT score 100.

Army Clerical Speed Test score 90.

Field of Interest: Clerical-Computational.

(2) Desirable prerequisites:

Previous civilian clerical or personnel experience.

Courses in business administration, occupations, psychology, office practice, business English.

High score on AGCT.

2. Are all personnel who have particular and appropriate MOS's attending or scheduled to attend approved courses at the School?

There is no planned program for insuring that personnel who have particular and appropriate MOS's, or are potentially qualified for training in the MOS's for which The Adjutant General's School conducts courses, will attend such courses. Supposedly, attendance at the School is a step in the career ladder which the individual officer or enlisted man is following in furtherance of a career in the Army; or personnel attend certain courses such as those for Recruiting Instructors or Correctional and Custodial Methods to acquire specific skills and knowledge in order to perform a particular highly specialized type of duty. Decision as to whether or not an officer or enlisted man should attend a particular course at the School rests with the assignment authority. The decision apparently is made on the basis of the following factors in the order of their importance in relation to selection.

- a. Availability of individual for reassignment.
- b. Quota to be filled.
- c. Minimum qualifications to meet the established prerequisites.
- d. Interest of individual in attendance at the School to further his Army career.

3. What are the qualifications of the students in the various courses?

No objective data are available to give a statistical analysis of the qualifications of the students attending the various courses. Opinions expressed to the Survey Commission indicate that it varies from course to course and from class to class in a particular course. Prerequisites, of course, vary in the level of qualifications which have been established. Probably the best picture which can be given under the circumstances is to give an adjective rating of excellent, good, fair, or poor on a qualitative basis to represent the average level of qualifications of students attending each course at the time of the Survey Commission's visit to the School.

a. Advanced Adjutant General Officers' Course - Excellent.

Composed largely of recently integrated officers who have been detailed to the School in preparation for assuming duties at a division level.

b. Associate Basic Adjutant General Officers' Course - Fair.

Composed of Reserve and National Guard Officers attending on a voluntary basis.

c. Officers' Correctional Custodial Personnel Course - Fair.

Composed almost entirely of officers who were available to fill the quotas for the course and for whom no other suitable assignment could be found. Duty assignments in custodial and correctional installations are considered generally to be undesirable ones by the average Army officer.

d. Recruiting Instructors Course (Officers) - Good.

Increasingly better selection as value of course becomes known.

e. Officers' Personnel Management Course - A newly approved course not in operation at the time of the Commission's visit to the School.

f. Advanced Administration (MOS 502) - Excellent.

Well qualified personnel attending, all volunteers - interested in securing their place and present grade in the Career Guidance Program. There is a surplus of 502's at large, especially in the first grade, because of re-enlistment policy permitting wartime first graders and AUS officers to enlist in that grade in the Regular Army. (A former Brigadier General recently attended this course as a Master Sergeant.)

g. Personnel Management (MOS 290) - Excellent.

A large number of enlisted personnel of the first three grades attending, like the 502's, are interested in holding their places and positions under the Career Guidance Program. Duty in this MOS is considered very desirable by the enlisted men interested in personnel work but who do not have the amount of formal training and experience usually considered necessary to hold comparable jobs in civilian organizations.

h. Machine Accounting (MOS 400) - Excellent.

Composed of pipeline students in the replacement stream from training divisions. AGCT prerequisite high. Desirable training because it equips men with skills which have direct value in seeking employment in civilian organizations where there is a steady demand for skilled business machine operators. Beginning of a career ladder under Career Guidance Program.

i. Recruiting Instructors (MOS 3274) - Excellent.

Same comment as for officers attending similar course.

j. Correctional Custodial Methods (MOS 1677) - Poor.

Low AGCT requirement. Duty assignment upon completion of the course is considered by most soldiers to be undesirable. Most students are detailed to course by the various Armies to fill quotas. A few pipeline students in the replacement stream from Training Divisions.

k. Administrative Technician's Course (MOS 816).

Newly approved course not in operation at time of Commission's visit.

4. What information is obtained on the students other than that available from the military records forwarded to the School?

None.

5. What research needs to be undertaken to determine qualifications for admission and to provide a basis for assignment upon completion of a course?

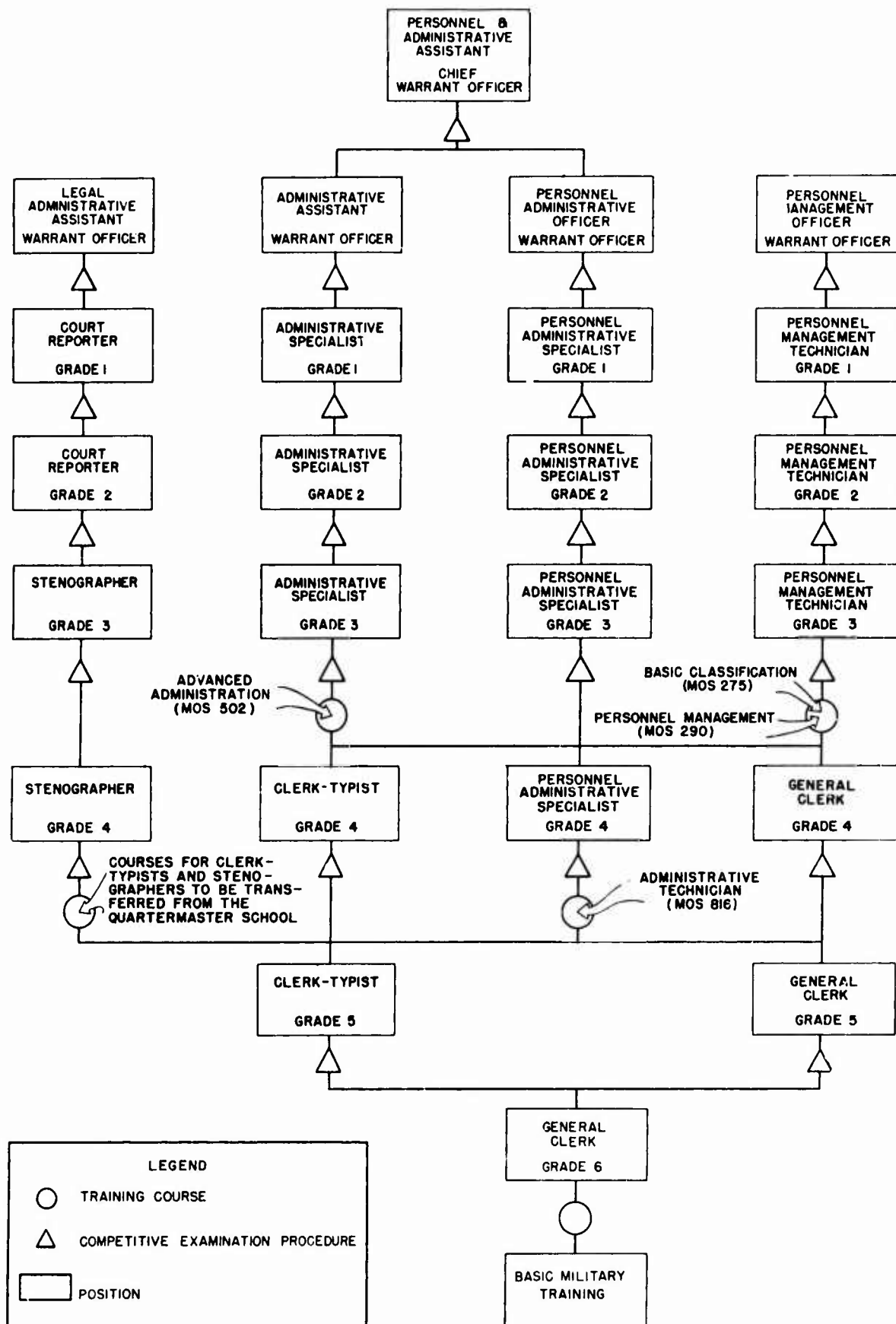


Figure 9

Portion of Personnel and Administration Career Field Showing Place of Various Enlisted Courses at The Adjutant General's School

At the present time, the setting of prerequisites for attendance at the various courses is done on the basis of "impressions" as to what constitutes a satisfactory pattern of qualifications. The School in drawing up a proposed program of instruction or a revision to an existing one recommends a set of prerequisites. The program is forwarded to the Department of the Army, where "experts" in training and personnel management review it. If the prerequisites seem to be desirable and are not unreasonable in terms of the available sources of manpower from which students can be drawn, they are approved or revised according to the "educated" judgments of those reviewing them. It is obvious, therefore, that there is a need for research to establish more exact and statistically verified techniques for the determination of what personnel are qualified to attend the School and subsequently to undertake the duties of the MOS's for which they are trained in the various courses.

6. What use is made of information which is available about students?

Under the provisions of AR 350-110 (Appendix C) and DA Circular No. 32, October 1947, the Commandant of the School has the authority to reclassify an enlisted student from one course to another or to relieve students from courses or from the School. In the case of officer students the Commandant can either order them before a reclassification board or relieve them from further duty at the School in accordance with the provisions of AR 350-110. To date, except for action in reclassifying or relieving a student from School, little use is made of information available concerning students. The educational emphasis has been upon preparing and teaching the content in the approved programs of instruction rather than upon attempting to determine the educational level of the students who are to pursue the courses.

7. What is the organization of the faculty advisory system and how does it function?

There is a Faculty Board in accordance with the provisions of AR 350-110. Formal meetings of this Board are rare. However, in effect it meets informally at least once a week. The various members are consulted individually to rule on academic eligibility and deficiency of particular students. In addition to the formal Faculty Board, there is a faculty advisory system under which each student is assigned a faculty adviser. It is the duty of the adviser to get in touch with a student who is failing. The extent to which advice is rendered to students varies among the several departments. For example, the Classification Department does considerable extra work with its students on its own initiative, mainly because the instructional staff is better qualified for and interested in giving advice to students who have academic difficulties. The Correctional Custodial Methods Department, on the other hand, does only what is absolutely required.

8. What is done about students who are deficient in reading ability, arithmetic ability, study skills, knowledge of military information, lack of fundamental aptitudes, skills, and the like?

Lacking skilled student guidance personnel to constitute a guidance section, only isolated attempts have been made at the School to provide services of a diagnostic nature in order to determine causes of academic failure among students. It is noted that in the Enlisted Classification course 5 hours are devoted to the techniques of study. In addition, the Classification Department makes a serious attempt to give guidance to students in its courses. The instructors in this department spend many extra hours in talking with students. This has been a spontaneous development in the Classification Department because of the interest of the instructors who have a background which qualifies them to render guidance. Also the speech instructors keep their classroom open two nights a week to assist students with speech difficulties.

9. What provisions have been made for handling students' personal problems which interfere with academic achievement?

No provisions have been made for a general school-wide personal counseling program. The classical assumption in an Army school is that a student is assigned to a school as a duty. If he cannot perform the duty, for whatever reason, he should be relieved from it and reclassified or reassigned. Actually this assumption is not entirely accepted at The Adjutant General's School. Here again, the Classification Department takes a personal interest in its students. It attempts fairly extensive counseling with its students when they seek it. One provision is made for students to express themselves about problems which they think interfere with their academic status. This is the Student Council. The senior member of each class is automatically a member of the Council. The Council meets with the Commandant, the Assistant Commandant, the Executive Officer, and the Commanding Officer of the School Battalion. The council discusses school affairs and listens to and attempts to resolve gripes made about academic or living conditions. This solves many minor personal problems. Each class receives a report from its representative.

II. OBSERVATIONS

1. The qualifications and the basis of selection of students to attend The Adjutant General's School are tenuous ones from the standpoint of insuring to the Army that proper personnel receive adequate training to undertake administrative and personnel management duties. At the present time, adequate selection may or may not take place. The Survey Commission recognizes that selection of top quality personnel for any duty assignment is dependent directly upon the availability of such personnel among the total population of manpower in the Army. Competition for high level of ability is keen among the arms and the administrative and technical services. Volunteers of good quality for various duty assignments are attracted on the basis of interest and the prospects for advancement. To date, The Adjutant General's School seems to have fared very well in the average calibre of students who have attended the School. It seems to the Commission that the factors which determine selection of students to attend the School should not remain fortuitous ones any longer than necessary. In this connection, researches currently in progress at the Department of the Army eventually will establish more adequate criteria for selection of students and will regularize their attendance at the School in the course of advancing through the various steps of a career ladder. Figure 9 shows the place of certain of the courses given or to be given in the near future for enlisted personnel in the Personnel and Administration Career Field, as conceived at the present time. The other courses given at the School similarly will fit into appropriate career fields. With the introduction of the Career Guidance Program, it is probable that the courses will be revised and extended and new courses will be introduced. Such a development will assist the School in refining the missions of the various courses to prepare students to undertake certain rather definitely defined duties. Furthermore, before the Career Guidance Program becomes completely operative, rather definite delimitations of the qualifications of personnel to be selected to perform specific duties must be made. It is hoped that such qualifications will be established on the basis of scientific personnel research. When the events discussed here transpire, The Adjutant General's School will be receiving students for training selected on the basis of more objective criteria than it does at the present time.

2. The situation in regard to the selection of officer students is not clear to the Commission. Presumably as details of the Career Management Program for officers emerge from research yet to be undertaken, more adequate criteria for selection will emerge. Figure 10 shows the Army school system for officers. The Advanced Adjutant General Officers' Course and the Associate Basic Adjutant General Officers' Course are at the level of the courses indicated in the boxes for technical advanced branch schools. The Recruiting Instructors Course, the Officers' Correctional Custodial Methods Course and the Officers' Personnel Management Course are special courses at the lowest level of Army basic school work comparable to a basic branch course as shown on the chart in Figure 10. Definition of the duties to be performed by officers attending the various courses are not precise. Qualifications for selection, therefore, cannot be established with any degree of certainty that they will relate to identifiable criteria in the performance of duties. It appears to the Commission that basic research in these

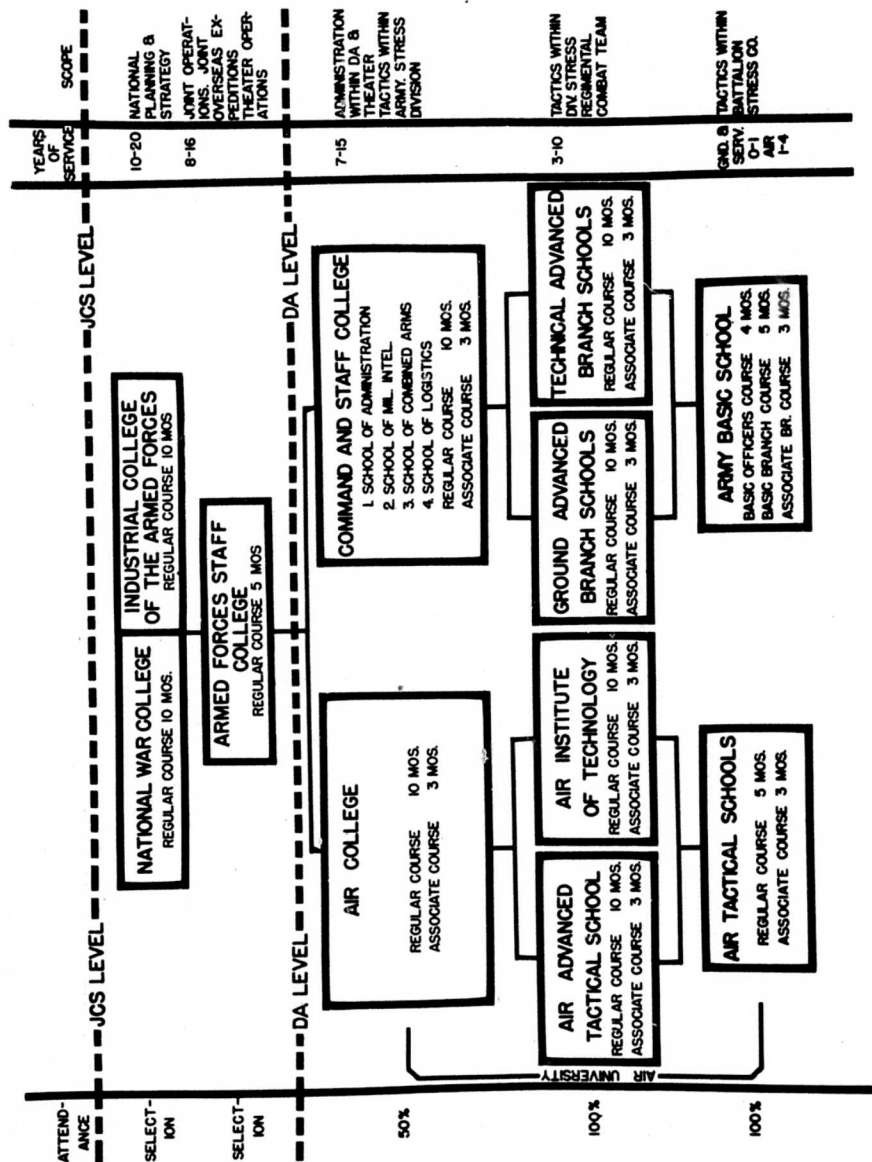


Figure 10
School System for Officers of the Army

matters needs to be undertaken by the Department of the Army before The Adjutant General's School can be given much assistance in establishing valid qualifications for selection of officer students to attend the various courses given at the School. Such research should arrive at a determination concerning what officers should attend The Adjutant General's School (or other Army schools), especially for the Advanced Course.

3. Regardless of the qualifications and the method for selecting students to attend the various courses at the School, there is one step which can be taken at The Adjutant General's School which will assist the staff and faculty in gearing its instruction to fit the qualifications of students attending the courses. An experimental approach can be made through developing an inventory test to be given to all entering students. Such a test will reveal the relative levels of achievement which students already possess in the subjects they are to be taught. The results can be analyzed to determine the need for or the feasibility of establishing more precise minimum standards for selection in order to insure that the students attending the School have a relatively homogeneous background of knowledge and experience. Or, the results may show that it would be possible in a short period of individualized instruction to bring nearly all students up to approximately the same level of achievement. In addition, the results obtained will reveal information which can be utilized in determining the amount of emphasis which should be given to various subjects, the level of difficulty at which courses should be pitched, and the methods of instruction which should be employed in presenting them. The development of such tests should be undertaken as a joint project of the proposed Analysis and Review Section and the teaching department concerned. It is a project where the services of reserve officers (see Chapter IV) could be utilized effectively.

4. In line with current educational practice, after students have been selected and are in attendance at the School, there should be available to them educational and personal counseling services. Such services can be handled through the faculty advisory system with a special guidance service available for diagnostic and remedial work for students who need it. Faculty advisers can determine and straighten out matters of an administrative nature. If a student's problem cannot be solved in such a manner, advisers can then refer the student to the guidance service. Such a service can be justified readily. It will keep in the Army many students who otherwise will become discouraged because of failure and either will abandon plans to reenlist or will plan to resign when, with proper remedial work to correct their difficulties, they could have become successful students. It will determine for those students who are misassigned what their proper line of development is in relation to the various opportunities which exist among the various career fields in the Army. Problems of a nature which cannot be resolved readily through services immediately available at the School can be referred to clinical psychologists in the Medical Department. The importance of such a service at The Adjutant General's School, therefore, is obvious if the School is to assume its proper role as one of the agencies which implement the personnel policies of the Army through exercising proper personnel management techniques. Such a service would apply the principles taught in a number of the courses at the School. If properly qualified and trained military personnel are unavailable to staff such a guidance service as encouraged here, provisions should be made to employ civilian counseling personnel. A position description for such a position will be found in Appendix F of this report. It is realized that time for such work during the normal course of six to eight weeks duration is short, but it should be possible, if necessary, to withdraw a student from a course, give him remedial work, and hold him over until the next regular course. The presumption in such a case is that he will be an academic failure if remedial work is not undertaken. Reassignment in cases for which remedial work is not appropriate should be prompt and without prejudice to the record of the individual.

III. RECOMMENDATIONS

1. That representation be made to the Department of the Army of the urgent need for research in order to establish more precisely qualifications for selection of personnel to attend the various courses at The Adjutant General's School and for determination of an orderly system of attendance for those personnel whose Army careers will be furthered by doing so.

2. That an investigation be made at the School of the qualifications of students entering the various courses through the development and administration of inventory tests. These will permit the obtaining of data upon which to base determinations looking toward the securing of groups of students with relatively homogeneous backgrounds of knowledge and experience for the various courses.

3. That the faculty advisory system be strengthened and a student guidance service, staffed with personnel qualified to render diagnostic and remedial services in the area of educational counseling, be established. This would include not only assistance with personal problems of a non-clinical nature, but the determination and correction of deficiencies in reading, arithmetic, study skills, knowledge of military information, and the like.

CHAPTER VIII
PROGRAMS OF INSTRUCTION

I. THE PRESENT PROGRAMS OF INSTRUCTION

1. What procedures are involved in establishing courses at the School?

A particular course at The Adjutant General's School is established by a directive from the Department of the Army. Upon receipt of the directive, a course director is selected. It becomes his first responsibility to prepare a program of instruction in accordance with the form prescribed in WD Memo 350-5-1, February 1947. After coordination at the School on the various details involved in the development, the program of instruction is forwarded to the Department of the Army. There it is reviewed in The Adjutant General's Department and necessary coordination is effected with other agencies concerned, such as the Personnel and Administration Division and the Operations and Training Division. It is then either approved or approved with revisions, and returned to the School to be placed in operation. The course director is held responsible for administering the program of instruction as approved. From time to time he can submit proposals for revisions or is directed to modify them upon instructions from The Adjutant General's Department. The outlines of the various programs of instruction currently approved at the School will be found in Appendix G of this report.

2. What job analyses are available for MOS's for which training is given?

Complete job analyses setting forth training requirements, for any of the MOS's have not been obtained from the Department of the Army up to the present time. There are brief job descriptions available for the various MOS's in TM 12-406, Officer Classification, Commissioned and Warrant, and in TM 12-427, Military Occupational Classification of Enlisted Personnel. FM 101-5, The General Staff Officer's Manual, sets forth a description of the duties of an adjutant general. Since references available at the School are scanty and give only a general description of the duties in the MOS for which training is to be given, a program of instruction at present is based largely upon the personal knowledge, understanding, and judgment of personnel charged with its development, review, and approval.

3. Has any study been undertaken to determine the significance of the content of the various courses in relation to the duties for which personnel are being trained?

Other than to have "experts" analyze and review the content of the various courses, no attempt has been made to determine the significance of the material included in them in relation to the duties which are to be performed upon conclusion of training and subsequent assignment to the MOS for which training has been received. In a course such as the Machine Accounting Course for enlisted personnel, where the duties are prescribed by the type of business machines employed, training is specific in relation to the operations to be performed. At the other extreme, however, is a course such as the Advanced Adjutant General Officers' Course where an attempt is made to include everything that "might" be of use to a prospective adjutant general.

4. Have the various courses been organized on a functional basis to insure that what is taught properly equips personnel to perform the duties which are characteristic of the particular MOS?

a. This question investigates the qualitative aspect of the curriculum. To consider the problem it poses, the difference between a structural and a functional organization of a curriculum must be understood first.

(1) A structural curriculum is one in which the content is logically organized within subject matter fields in a manner typical of academic college subjects. Application of learning, therefore, is limited to discrete parts of functions or activities. The important thing is the mastery of a subject matter area (such as, administrative management, personnel management, functions of The Adjutant General's Department, and the like). The content can be applied, as it is learned but only to a specific part of the function of a job unrelated to a complete functional sequence. Where the students have an adequate background of knowledge, understanding, and experience, however, the approach by logical sequence may result in efficient and functional learning. Under such circumstances, the structural organization might produce functional results. At the end of the structural learning, in such a case, the student can engage in large scale application of what has been learned. This explanation of a structural curriculum describes the basis upon which the various programs of instruction are now organized at the School. The essential element is that the content of the various courses is now decided not on the basis of "What knowledge is needed by personnel functioning on a job?" but, rather on the basis of, "What does this area of subject matter include?" The answer to the former question would produce a functional curriculum, as defined immediately below. The answer to the latter produces a structural or academic type of curriculum.

(2) A functional curriculum is one in which the student's learning is focused on the use and application of content in sequence of related and real activities and in terms of the functions he is to perform. The important thing is the frame of reference, the related sequence of activities in which detailed content is learned because it is needed to carry out the activities. It should not be overlooked that, although the student masters some content in a specific situation, he must also be able to generalize his knowledge and to apply the principles and procedures to a large body of other related situations. It is desirable, therefore, in employing a functional approach to conclude each sequence of activities utilized as a frame of reference for learning with a review intended to give the student a comprehensive understanding of any segment of the subject matter.

b. In discussing the basis of organizing a curriculum, the Survey Commission discovered that the various staff and faculty members with whom discussion was held, did not realize that there was another approach to organizing a curriculum other than a structural one. All of the courses at the School, therefore, are organized in a logical manner typical of the usual academic approach. Teaching methods have been influenced accordingly. This situation is typical of courses above the trained skill level in nearly all, if not all, Army schools.

5. Is it desirable to include in the Advanced Adjutant General Officers' Course, the material for adjutants general which has been prescribed as being common in advanced officers' courses for all arms and services?

The answer to this question, in the unanimous opinion of staff and faculty members interviewed by the Commission, is that it would be more desirable to have such material as is common to all arms and services given in a separate school. Inclusion of common subjects in the program of instruction at The Adjutant General's School is a distraction from



Figure 11

Typing Skill is an Important Asset for Enlisted Personnel and Administrative Management Students

the primary mission of training prospective adjutants general to perform the specific duties of such an office. It necessitates maintaining a small Combined Arms Department (2 officer instructors) for the sole purpose of giving such instruction. It would appear that such material could well be given as a separate course intermediate between attendance at the Army Basic School and a technical advanced branch school (see Figure 10). In any case, it appears that the necessity for interrupting the training of prospective adjutants general to give what amounts to a separate course composed of common subjects of the arms and services should be discontinued at the earliest possible date.*

6. Could a combined course with the Quartermaster School at Camp Lee be given to cover common material?

Since the resources of The Adjutant General's School necessarily are limited for providing instruction in common subjects of the arms and services, a possible way of strengthening these resources was explored, namely, by combining forces with the Quartermaster School. Such a step appears to be feasible and discussion between the administrative staffs of the two Schools is in progress with a view toward pooling resources in order to operate a joint course to serve both Schools as long as the requirement remains.

II. OBSERVATIONS

1. Programs of instruction arise from the mission of a course. The mission of a course should be stated in a functional form. It seems reasonable, therefore, to the Survey Commission to assume that the various courses which are given or will be given at the Adjutant General's School should be designed to train personnel to perform the duties of specific MOS's or particular staff and administrative positions in a functional manner. The first step in curriculum planning, therefore, is to obtain detailed job analyses for the MOS's, showing specifically the training requirements. The training requirements should indicate their relative importance to the MOS and the extent of training needed in each. With such an objective analysis in hand, the personnel charged with the responsibility for developing a program of instruction need not fall back upon their private judgments which are a result of personal experience and may not represent, therefore, the average and the standard deviation for all personnel who also have had experience along the same lines.

2. After the training requirements have been established on the basis of a complete job analysis for each MOS, the general nature of the curriculum can be determined. Considering the wide range of MOS's for which training is given at The Adjutant General's School, there are three types of curricula to be considered.

a. The curriculum which consists of information and skills. When the student acquires them he satisfies the mission of the course.

b. The curriculum which includes the logical arrangement of subject matter, theory, information, practice and skills needed by the student to perform the functions which are the mission of the course.

* DA Memo 350-5-4, 15 March 1948, provides that after 1951 advanced courses at branch schools will contain no common instruction covered thoroughly in basic courses. Since no basic course is given at The Adjutant General's School, and it is not contemplated that such a course will be given, the problem exists as to where prospective adjutants general will receive instruction in the prescribed common subjects. The present assumption is that students for the Advanced Adjutant General Officers' Course will be drawn from all branches of services after attaining at least a grade of captain. If such is to continue to be the case, the students will have completed the required instruction in the basic courses at the schools operated by their parent branch of service.

c. The curriculum which presents the various functions the individual must perform. During the study and practice of these functions, the student acquires the information and skills needed and in the process acquires an understanding why the methods are sound and how to develop similar methods for related functions.

3. After reviewing the various MOS's for which the School gives training and the currently established programs of instruction as the vehicles for giving the training, the Survey Commission is of the opinion that the most suitable approach to the development of the various curricula at the School is the functional one. By starting with the functions of a job, the student will be enabled to see at the start of his training the entire panorama of the curriculum. He can become oriented quickly with the purposes and the direction of the learning which are involved. This means that from the very start he will be equipped with a meaningful frame of reference into which he can fit each item as he learns it and by means of which he can see more readily what further learning is needed. Furthermore, this process is not just an ordinary introductory orientation. It remains a continuing function of the learning process throughout the course of instruction. This situation can be more readily obtained for courses where the primary mission is to teach skills. There is only one good way to learn a skill and that is to practice it. It is more difficult, but not impossible, to arrive at a functional curriculum for a course intended primarily to impart subject matter content. In such a course, the primary emphasis is upon selection of content in terms of its usefulness to the student. There are some things that he must know in order to perform a job. There are other things that it would be nice for him to know, but which he does not have to know. There are still other things which he might like to know to satisfy his own curiosity but which have no relation to the job for which he is training.

4. All of the programs of instruction at the School are intended to produce functional learning - the ability to employ facts, skills, techniques, procedures, and principles in real situations, as well as in simulated practical work which constitutes a major portion of the content in all of the courses. A multiplicity of psychological studies on the transfer of training as a result of learning have demonstrated over and over again that the extent to which transfer takes place from the original learning to the situation to which it is to be applied, depends in large measure on the extent to which the original learning is like the applicatory situation. This evidence indicates that, for effective learning, a task should be learned in a manner as nearly as possible like that in which it is to function on the job after training.

5. After the fundamental viewpoint of a functional curriculum has been adopted and assimilated by the planners and developers of the various programs of instruction at the School, appropriate modifications of the viewpoint can then be made to adapt particular programs in relation to the needs of the majority of students taking the various courses. (The inventory tests discussed in Chapter VII would be of great value in this connection.) Some of the courses will have as their mission the acquisition of relatively simple information and certain definite skills (as revealed by the training requirements established through job analysis). Such courses, therefore, should be planned in terms of those consequences which it is desired to achieve. They are, in essence, functional, and by organizing the instruction precisely to fit the job description, a functional organization of the program of instruction will result almost automatically. (Teaching methods may not be functional in such a case, and will have to be considered separately as they are in Chapter IX of this report.) On the other hand, mature, advanced, and experienced students may be detailed to take certain courses. Such students of their own volition may be able to give functional meaning to the content which they learn in a logical academic form. And, such learning undoubtedly can be very efficient. Presenting such students with a functional approach without tempering it to fit their particular needs, may be insulting their knowledge and capacity to learn things on their own initiative. What a modification of the functional approach means in such a situation is that it is geared to a higher plane of accomplishment. The problems chosen must challenge the true capacity of students to think and cause them to go through a process of self-growth in understanding. Where it is apparent that students can and have grasped the total situation, facts, principles, theory, generalizations, and considerations which apply, material can be presented in a logical manner which remains in effect functional. But, such a step should not be taken in modifying a functional approach to combine it with a structural one until it is clear that the students understand and

grasp the significance of the purpose of a given aspect of learning and can relate it to the total situation if the content is presented to them in a logical form. In any case, the functional approach is the primary one. It should never leave the students puzzled as to what the content of the curriculum is all about. Many students presently at the School were confused in this regard and did not hesitate to so comment to the Commission. (These comments were received mainly from students attending the courses where more advanced content is presented.)

6. It is realized, of course, that a functional organization of any program of instruction cannot be placed into operation immediately upon a decision to adopt such an approach. The development of a functional curriculum is a lengthy process. Furthermore, a functional curriculum does not mean making this or that aspect more functional but rather changing the whole pattern of the curriculum. A single topic can be made applicatory and apparently functional. But, its place in the entire curriculum, its relationship to the other parts of it, and to the mission of the course will determine whether it is really functional. The Survey Commission is assuming that the study of the curriculum will be a major undertaking of the new Analysis and Review Section when it is established at the School. As they approach and deal with the problems of each course, a pattern will emerge. Transition will be gradual, as different aspects of a course are changed appropriately to make it more functional. Teaching methods will be revised to conform to the new orientation, because functional curriculum exists only when instructors have been fully trained to handle the problem situations around which such a curriculum is built. The evaluation program will reveal strengths and weaknesses in various phases of instruction. In short, the adoption of a functional approach in planning, organizing, and placing into operation a curriculum only sets the stage for a line of development. Furthermore, a functional curriculum should change continually to meet changes in situations for which training is given and changes in qualifications of students who take the courses. The Commission, therefore, cannot set forth a reorganization of each of the programs of instruction at the School so that they conform to a functional organization. It would not be appropriate to do so. It is only to illustrate the line of development for a functional approach, therefore, that the reorganization of one of the programs of instruction, the Advanced Adjutant General Officers' Course, is discussed here.

7. At the present time, the Advanced Adjutant General Officers' Course consists of five major phases as follows:

- a. Administrative Management
- b. Personnel Management
- c. Adjutant General's Department
- d. Common subjects of the Arms and Services
- e. Research and Special Projects

8. The current program of instruction is organized to present theory and information first. Under the topic, Research and Special Projects, which comes last in the course, there are practical exercises. The organization of the course seems to follow a logical arrangement of subject matter (although that assumption is open to serious question). It is what the planners of the course thought prospective adjutants general should know, but was determined without the benefit of a study to relate content to the duties performed by adjutants general at a level of a division or a comparable Army organization. The prescribed content, therefore, may or may not be significant in whole or in part. From the learning standpoint, it presents to students considerable detailed information. It is doubtful that this information will be remembered for any considerable period of time beyond the examination which covers it in the course. It is also doubtful whether students will develop an adequate understanding of what is involved in the performance of the functions of an adjutant general. There is no guarantee that students will on their own initiative relate the theory and the facts that they have learned to the performance of the duties of an

adjutant general. Observation of class discussions bear out this last point. Students become absorbed in discussing each separate aspect as an entity in and of itself. No comments are heard which indicate that a process of generalizing and relating the material discussed to the performance of duties as an adjutant general is taking place. The occasional off-hand comments from an instructor that, "Now you will need to know this," or "You will find this problem cropping up repeatedly," or other similar statements intended to direct attention toward remembering information for future use are not enough. The significant questions which should be raised about the present course are, "Do students know what the functions of an adjutant general are when they start the course?" "Do they, or can they, relate the theory (as they learn it) to these functions?"

9. To reorganize the program of instruction for the Advanced Adjutant General Officers' Course on a functional basis, the outline for the Course probably would be somewhat as follows:

- a. Phase I - Orientation toward the mission of the course and an interpretation of how it affects the students.
- b. Phase II - Presentation of job analyses of the duties of adjutants general at various levels of organization, with major emphasis upon duties at the division level for which the students are being trained to serve.
- c. Phase III - Problems of an adjutant general at the division level.
- d. Phase IV - The functions of adjutants general at corps, army, theater and other headquarters higher than division level.
- e. Phase V - The Adjutant General's Department in the Department of the Army.

10. The above outline leaves out the material presently included in Common Subjects of the Arms and Services. Inclusion of such material presents a special problem. If the practice of requiring each branch school to give some or all of the subjects included under this heading is to continue (regardless of the branch of service or the primary purpose of the course), a second program of instruction is imposed. There are two alternate solutions. Either a separate course can be given at the beginning or the end of the primary course, or the material to be included can be integrated as much as possible with the various topics in the normal course of events. If the material cannot be integrated, the students should be graded separately upon any material which is given as a separate unit to fulfill the requirement for teaching certain common subjects. A student may do very well in the content which is specific to the Advanced Adjutant General Officers' Course and poorly in the common subjects, or vice versa. A final grade which averages his standing in both is meaningless.

11. The advantages of organizing the program of instruction for prospective adjutants general along the lines indicated are as follows:

- a. The student is acquainted immediately with the mission of the course and he is oriented with respect to the learning which is expected of him. He is thus given a clear motivation for the learning to be undertaken.
- b. The student is provided a frame of reference which is meaningful in terms of the job to which he is to be assigned. He then knows what his achievements must be in order to be proficient in the performance of the duties involved.
- c. The student sees the importance of facts and theories as they develop out of practice in dealing with the everyday problems with which adjutants general are confronted in fulfilling their assigned mission.

d. The student learns how to generalize the information he receives because the setting of the program of instruction requires that the learning be related to real situations. The instruction is accordingly unacademic. The student is given actual practice in applying facts, theories, principles, and the like, to enough similar situations to impress him thoroughly with the processes involved in making the necessary applications to solve problems effectively. Theory is learned, therefore, as it arises from practice. Its meaning is developed and it grows into a useful generalization while the student learns through practice how to apply it to other situations.

e. The evaluation of the student's learning will be in terms of his performance in situations typically confronting adjutants general and he, as well as the School, is provided with a realistic appraisal of how well he is prepared to undertake the duties of an adjutant general.

12. With further study and analysis of the problem of training prospective adjutants general, there can be developed a more detailed and precise outline for the course than is indicated here. Relative amount of time to be spent on each phase can be determined, also. All phases obviously do not have equal importance in the training mission.

13. One further point needs to be made explicit. The fact that the program of instruction as a whole is planned according to a functional pattern does not insure that it will produce a functional type of learning. Within the broad outline as indicated above, it would still be possible to organize the content of each phase in a structural fashion. If the learning is to be functional, the details of the content within each phase must be arranged and presented in a manner consistent with the intent of the organization of the whole program of instruction. The actual instructional methods must be appropriate for insuring that functional learning will take place. (Instructional methods are the subject of the next chapter of this report.) Finally, the examinations must be functional. They should measure the mission of the course.

14. Every course given at the School can be approached in the same manner as illustrated here for the Advanced Adjutant General Officers' Course to provide a functional organization of the content to be included.

III. RECOMMENDATIONS

1. That The Adjutant General's School be furnished detailed job analyses, showing training requirements for each MOS, staff and administrative position for which personnel are trained in the various programs of instruction given at the School. Such job analyses should be based upon field research.

2. That the various programs of instruction given at the School be reorganized on a functional basis. A clear-cut statement of the training mission for each course will serve as the basis for organizing the curriculum, selecting appropriate instructional methods, and evaluating student progress by examinations.

CHAPTER IX
INSTRUCTIONAL METHODS

I. PRESENT INSTRUCTIONAL PRACTICES

1. What are the various instructional methods used at the School and of what does each consist?

a. The various types of instruction as listed formally on the master schedules for the various courses at the School are as follows:

- (1) Conference
- (2) Demonstration
- (3) Examination
- (4) Practical Exercise
- (5) Training Film
- (6) Lecture

b. An inspection of the master schedules reveals that there is an almost exclusive dependence upon the conference type of instruction (which in practice is primarily lectures) or of the conference in combination with practical exercises. An occasional training film or lecture is indicated. Also, occasionally, a demonstration is indicated in conjunction with a conference.

2. What portion of the total time is devoted to each method?

A sixty-five minute period has been adopted as standard at the School. There are six such periods each day, except Saturday. By administrative fiat, only the first 45 minutes of a period can be devoted to a conference or a lecture. The remaining 20 minutes are to be devoted to a study of references or the preparation of practical exercises. There are ten-minute breaks between classes and one hour and twenty-five minutes is provided for the lunch period. Classes begin at 0800 hours and end at 1645 hours. In effect, this schedule has imposed an educational situation where approximately 70% of the time is spent by the students in listening (passive participation) and the other 30% in directed activities. Some discussion occurs during conferences, but it is mostly in the form of instructors asking questions and students supplying the answers. The student's activity during the allotted 20-minute study period is usually of the nature of preparing to listen at the next conference or in reviewing the references discussed during the course of the previous conference. In the training memorandum which established the present practice of devoting 20 minutes during each class period to activities other than lectures or conferences, it was recommended that this portion of the period could be used for individual remedial work or small group (coach-pupil) studying. The proportion of the time actually spent in completing practical exercises during regular class periods cannot be determined accurately. However, the amount of time spent in practical exercises varies from course to course. Practical exercises involve such things as making sample runs of IBM cards through the tabulating machine, preparing sample morning reports, executing various official forms, completing qualification cards from prepared data, laying out plans for arranging office space, and the like.

3. What are the principles underlying the use of each method?

The classical training methods expounded in TM 21-250, Army Instruction, are the basis for the instructional practices followed at the School. The practices are only the suggested variations of the stereotyped instructional methods which are set forth in that manual, which emphasizes the lecture as the "most common method of instruction."

4. How appropriately are the principles related to the content for which they are used?

Considering the present educational viewpoint of the School (and of the Army as a whole) the principles are appropriate for presenting logically organized content with emphasis upon its memorization by the student for examination purposes. With a shift in emphasis away from a structural organization of the various programs of instruction to a functional one in terms of training personnel to perform duties rather than to acquire formalized knowledge, the principles are still applicable to some extent but, in general, become less appropriate.

5. How do the principles work out in practice?

a. From the standpoint of mechanics of presentation, the classes observed by various members of the Commission were judged, on the average, to be fairly effective. The instructors generally spoke clearly and evidenced excellent platform technique. There was, however, an apparent absence of training aids. (See Chapter X.)

b. Participation in conferences through voluntary questions and comments from students seemed to be limited to a few students in each class observed. Some instructors were using the technique of raising a question and then from the class roll calling upon a student by "chance" to answer the question. The method as observed was producing the "book answer" in each class and, therefore, was affording only a period of recitation for what was supposed to be memorized.

c. The content of certain lectures and discussions was of such an elementary nature, involved such simple concepts, or presented material which was obviously already reasonably familiar to the students, that it could well have been mimeographed and distributed to the students. The students could have assimilated the content in 10 to 15 minutes of reading time instead of listening to it for 45 minutes. Since no evaluation has been made of the real need for various topics discussed, too much time is probably being spent in presenting some of them while not enough time is being taken for the others. In general, it seemed apparent from observations made and from comments received from students, that too much time is being spent in class listening to material being presented and discussed and not enough time is being devoted to the study of available materials. (Materials containing the study references for each program of instruction are "packaged" and issued to students at the beginning of each course.)

d. The written exercises filled in during conference periods or the responses to oral questioning during such a period appeared to consist of nothing more than copying or repeating words or phrases which had just been supplied by the speaker. Such activity does not necessarily involve more than the mechanics of writing or speaking. Such dull "mental exercises" could well be done outside of class and could be based upon mimeographed materials related to study references. Although the necessity for rote recall is recognized under certain circumstances, the emphasis in classroom work could be placed better upon problem solving and upon the integration and organization of ideas as they relate to problem situations.

e. Attention may well be called to the relation of the effectiveness of a method to its cost. It would be difficult to justify the expenditures for much of the content that was taught during some of the class periods observed by members of the Commission. If the learning of informational details and other simple items in printed or mimeographed form were made the responsibility of the students, then a more profitable use of the time of instructors and students could be made by engaging in more effective learning exercises which require the

presence of both. Cost of such instruction can be justified more readily.

6. How effective are the principles of teaching which are used?

There was a wide range of variation in effectiveness. To illustrate, and to some extent indicate, the varying degrees of effectiveness which were observed, several classroom situations will be described briefly, followed by an evaluation of each.

a. In a class of the Personnel Management Course for enlisted students, the instructor was referring to a manual which all students had open on their desks. The instructor was using key phrases which he put on the blackboard as he talked about the material in the manual. He asked for a definition of "work simplification." One of the students repeated the definition verbatim as it was given in the manual.

Evaluation. - Very ineffective. It is a good example of a class functioning at the level of rote memorizing. Each student could have read the material himself, and if it were necessary and important as a part of the mission of the course, he could have memorized it.

Suggestion for a more functional approach. - Students studying work simplification could be taken into a working office to study the layout in relation to charts showing flow of work in the office.

b. In a class on Techniques of Instruction in the Officers Recruiting Instructors Course, the instructor was giving what appeared to be an informal talk, although it was really a lecture, on test administration. He was well prepared, gave the impression of thoroughly understanding his subject and was presenting it in an interesting manner. He was lecturing on the point of how to establish rapport. He used illustrations showing the contrast between overemphasizing and underemphasizing preliminary remarks which are given to introduce tests to prospective recruits. He went on to emphasize proper timing, security of tests, preservation of pencils, and giving directions clearly and distinctly. He illustrated each point with obviously real experiences.

Evaluation. - Extremely effective. A good orientation talk on testing, utilizing practical experiences in a way that they can never be written down. If followed by supervised practice in giving tests, this presentation would prepare the students to expect certain corrections in their methods if they were faulty from the standpoint of accepted practices in test administration.

c. In a class on Morning Reports in the Advanced Administration Course for enlisted students, the students were working on a problem from mimeographed data. After each had finished preparing his report, the instructor called upon some of the students to give their solutions and the problem was opened for discussion. After the discussion, the class was shown a slide giving the accepted solution so each of the students could correct his own solution to the problem.

Evaluation. - Extremely effective. The practical exercise was a real functional one presenting a situation identical to one which will confront the students many times when they enter upon their duties in a personnel section upon completion of the course. Through it they were learning how and why a Morning Report must be filled out in a uniform manner by everyone to impart accurately and precisely the information it is supposed to communicate to others who will be using it.

d. In a class on the topic of Assignment Direction and Control in the Classification Course for enlisted students, the instructor was attempting to hold a conference on the principles involved. The comments he made were too theoretical and did not register with the students. Only a few students of the group asked questions. One or two of the group asked more than one question. Typical questions were, "Why should the Department of the Army print a circular when the field does not follow it to the letter?" "Why didn't they permit soldiers in CBI to enlist for periods shorter than 3 years?" "Why can't written material be so worded that it can be understood by all instead of only by audit teams?"

Evaluation. - Extremely ineffective. The topic was one which was inappropriate, because the personnel being trained will not be functioning at the level where they will have anything to do about what principles of assignment direction and control are applied. It was in the realm of pure theory to them, and they had neither the background of experience nor the formal understanding to know about or be interested in the topic. Furthermore, they will not be expected to know the information and the theory which were explained. Inherently realizing that, the students had seized the opportunity of the discussion period to raise questions of personal concern to themselves. Except for such personal satisfaction as they may have gained, the period was wasted in terms of having been used for effective learning. Furthermore, the instructor could not give satisfactory answers to the questions which the students asked because they concerned matters which were beyond his understanding and control.

e. In a period on the Psychology of Adjustment in the Basic Classification Course for enlisted students, the instructor gave some introductory comments about personality which were well presented and were aimed at developing a good understanding. He then asked various members of the class by name to answer questions. The answers to these questions were mere repetitions of what he had told them. An example of the type of question the instructor asked is, "What are the three categories of personality according to Jung?" From the standpoint of stimulating rote memorization, it was a well-organized presentation.

Evaluation. - Very ineffective. The presentation was good and some difficult abstract ideas were clearly explained in simple everyday language and related to some cartoon drawings which were exceedingly clever and interesting. Up to the point that the students were called upon to recite, the situation had been well prepared to stimulate effective learning. The students, however, didn't express their own ideas which the instructor could evaluate for correctness and either expand or correct. They gave back only the words which he spoke and which will appear on the examination.

Suggestion for a more functional approach. - From prepared case material which students could read in advance or read quickly in class, the instructor could conduct a discussion aimed at applying an understanding of the principles he had explained to behavior patterns described in the case material. The cases, of course, should be of typical personality problems with which enlisted classification personnel must deal in the everyday performance of their duties in testing, interviewing, and classifying personnel. (At their level of functioning, it should be aimed at developing an understanding and appreciation of personality differences rather than with diagnosing and treating various personality deviations.)

f. In a period on Techniques of Instruction in the Advanced Adjutant General Officers' Course, the various members of the class had prepared 15-minute talks on topics of their own choice for presentation to the class. Previously, they had been briefed concerning the points which make a good talk. By lot, three officers were chosen to present their talks. After each presentation, a member of the class was chosen to critique the talk. Then, the instructor gave his own critique, taking into account the critique by the member of the class as he did so. It was planned to continue this process during subsequent periods until all or nearly all members (about 30) had had a chance to participate.

Evaluation. - Extremely effective. It is obvious that one can learn to make a brief talk in an effective manner, only by doing so. Such instruction gives the students the techniques of how to go about improving their own speaking ability. With subsequent practice at various staff and committee meetings in which they normally will participate, their skill should improve rapidly because of the helpful direction they received at the School. This example illustrates an important point, namely, a School doesn't always have to bring a student's performance up to perfection as long as he can be provided with an effective method by which he can perfect his skill on his own as he needs to employ it.

g. In a class in the Correctional Custodial Methods Course for officer students, there was a discussion on controlling the conduct of prisoners in a disciplinary barracks. The group was small, only five students. The instructor was conducting it as an informal discussion. The instructor presented typical problems which confront guards while escorting prisoners outside of a compound on work details, such as, "You are two miles from the compound and 500 yards from the next detail. Two prisoners start fighting. What would you do?"

All five members of the class were brought into the discussion. After all had had a chance to comment, the instructor gave them the "school" solution to the problem. One of the members made a further suggestion, which the instructor acknowledged as being an acceptable addition to the solution as he gave it.

Evaluation. - Very effective. The discussion was well conducted. It dealt with a typical problem that the officers in the group will be facing upon completion of the course and assignment to duty at a disciplinary barracks where they will be supervising enlisted guards. However, there was one aspect of the situation which reduced its effectiveness. The instructor gave the "school" solution. This practice has grown up in Army schools in general. The reasons for it apparently are that a school doesn't wish to be considered the final authority on how problems should be solved and doesn't want to be in conflict with various responsible commands in regard to the handling of problems which involve essentially command decisions. However, a good solution to a problem is a good one on the basis of reasoning ability no matter who exercises it in arriving at a judgment. A school supposedly is trying to develop effective reasoning in the students as a training agent of the arm or service which has established it. Command decisions are made by individuals. The school is training personnel who are to be placed in positions of responsibility for exercising command. The educational emphasis, therefore, should be upon creating a learning situation in which individuals can be supervised as they learn how to reason effectively in arriving at judgments which will be translated by them into command decisions. The learning situation observed was effective in this regard up to the point where the instructor gave the "school" solution. Giving the "school" solution detracted immediately from the effectiveness of the discussion. In effect, it said to the group, "You may think differently. Your superiors may think differently about how to handle this situation. But, for purposes of the examination, here is the solution. In other words, what you are learning to do at this School is in a different category from what you will be doing as an officer in charge of a group of guards at a disciplinary barracks where this situation likely will arise. There, you are to do as your superiors instruct you to do, not as we teach."

h. In a class on the operation of the machine sorter in the Machine Accounting Course for enlisted students, the instructor was teaching the purpose of the sorter. The exercise involved the use of a printed handbook. Numbered and lettered spaces were provided in outline form in the handbook. The instructor read from his prepared outline. The students copied what he read. Such as:

"C. Description of Machine

1. Electrically operated

a. Current (the instructor spelled the word)

- (1) Mechanical parts operate on 110 or 220 a-c or d-c volts
- (2) Magnets operate on 110 d-c volts
- (3) Rectifier is used when source of power is a-c"

Evaluation. - Extremely ineffective. This is not a learning situation. It is purely a clerical operation of copying something which is read in a mechanical manner. One educator has characterized aptly such a classroom situation as a process whereby "The notes of the instructor are transferred to the notebook of the student through the voice of the instructor and the pen of the student without passing through the head of either." Even the value of the content being transferred is questionable.

1. A class in the Correctional Custodial Methods for enlisted personnel was in the process of reviewing the questions on an examination which had been given during the previous class period. The instructor read the questions. The students gave the answers in unison. The answer was then open for discussion. Most of the questions were discussed by some member of the class who was in the minority because he had answered it incorrectly when taking the examination and wanted to argue the question in the hope of having it thrown out

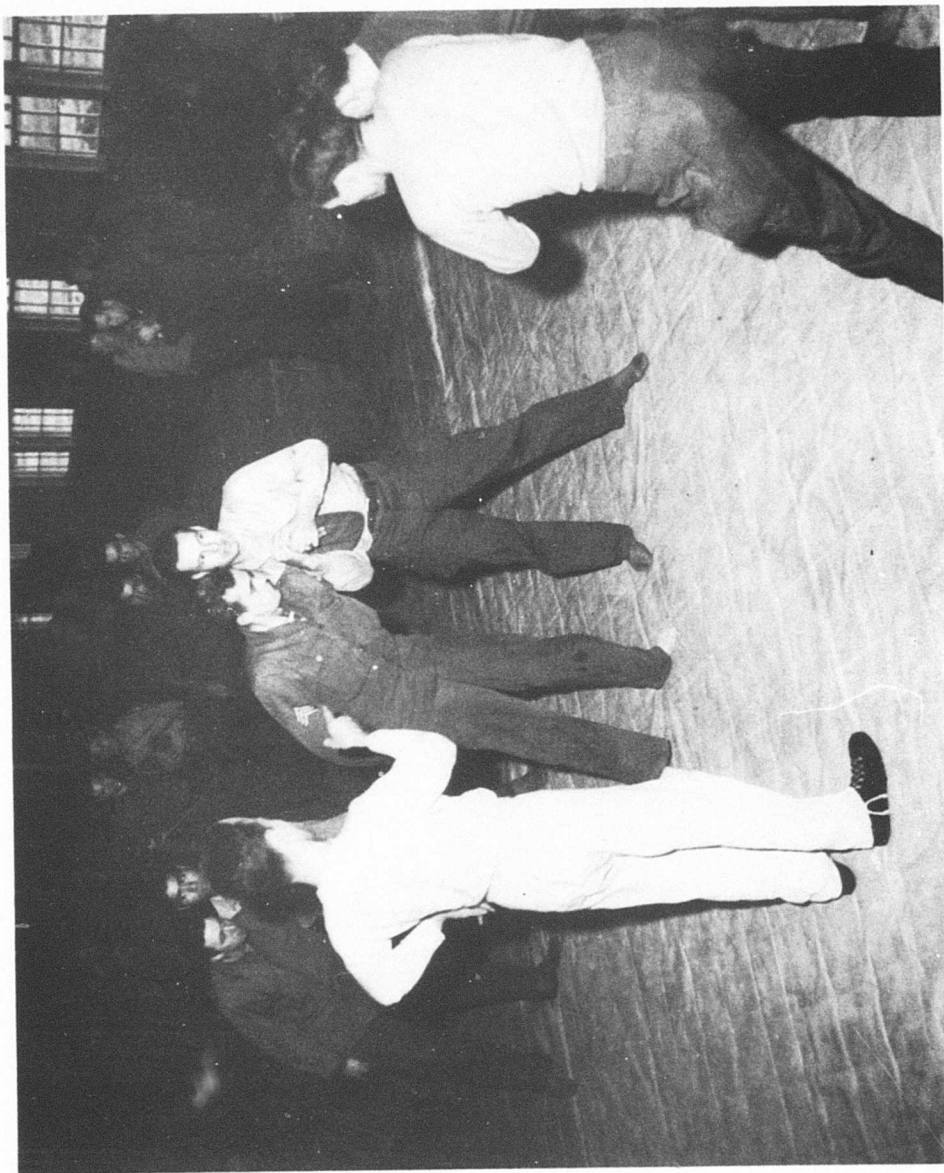


Figure 12
Instruction in Judo (Correctional Custodial Methods Course)

and, thereby, improve his total score. On one question which was debated by several members of the class, the instructor replied, "It is supposed to be true." There was a debate about another question as to whether or not John Howard inaugurated the Auburn system. Then there was a debate over loosening of the tourniquet where the difference between the practice set forth in the first-aid manual and the teaching at the School was brought out. The instructor replied in defense of the way the question was scored, "That is the way we teach here." During the discussion the instructor noted that one or two students were busy with pencil and paper. He said, "Don't take the answers down. You'll throw a monkey wrench into our entire system. We'll have to revise all of our examinations."

Evaluation. - Very ineffective. This session was very revealing in regard to a number of educational practices which were observed in other classes singly, but which were observed collectively in this particular class session at the School:

- (1) Examinations are given to pass or fail students. (See Chapter XII.)
- (2) Examinations are seldom revised in a significant manner. (See Chapter XII.)
- (3) Much information is regarded as simply a "school" solution and is not regarded as pertaining to a situation in practice (e.g., the discussion about loosening the tourniquet).
- (4) Much information is given which is unimportant. (Does it make any difference if the students do or do not know who inaugurated the Auburn system?)
- (5) Much teaching is solely of an authoritative nature without a clear understanding why a particular thing is taught (e.g., "It is supposed to be true.")

j. A judo class in the Correctional Custodial Methods Course for enlisted students was in progress. The 56 students in the class were working in pairs. The class was being held in a building originally designed as a recreation building. The instructor was on the stage. He had an assistant. The instructor demonstrated the judo techniques as he talked about them. He was using "point for point" instruction, breaking each separate hold into its component detailed movements. After the demonstration, the students in pairs attempted to put into practice what the instructor had described and demonstrated while on the stage. The instructor and the assistant circulated among the pairs of students and pointed out the mistakes being made.

Evaluation. - Very effective. The class was too large and the assistant was not active enough in circulating among the various pairs of students. Otherwise, the technique of instruction created a good learning situation. The "point for point" description of the holds is questionable in terms of effect, but the actual analysis and criticism of the practice as carried out by the pairs clinched the points which had been made. Since training in a skill is involved, repeated practice is necessary for perfection. The instructor commented to the observer that the 15 hours allowed in the course for judo instruction is only one-quarter of the time actually needed to train the students to a reasonable degree of skill in judo. He is probably right.

k. In a class discussing office management in the Advanced Adjutant General Officers' Course, the instructor described verbally the difference between serial and parallel routing of work. His explanation was not entirely clear and the class discussion spread over appreciably more than 20 minutes. Finally, he placed on the blackboard an illustration of the routing of the job by both methods. That settled the entire question.

Evaluation. - Very ineffective. If the instructor had placed the illustration on the blackboard at the beginning, his presentation would have taken not more than three or four minutes and no discussion would have been necessary. This illustration shows how a simple instructional aid sometimes can save a great deal of time and increase the effectiveness of

the learning situation.

1. In a class discussing the Personnel Replacement System in the Personnel Management Course for enlisted students, the first comment by the instructor was about an examination which had just been held. He said, "If you have had certain experiences in the past, forget them and get what the instructor says." One of the students replied, "That is pretty hard to do." The instructor continued then with his prepared talk. It was extremely uninteresting and was given in a "sing-song" voice. The students and the observer promptly went to sleep mentally.

Evaluation. - Extremely ineffective. The incident is reported here mainly as further evidence that there is little relationship between the performance of duties in an MOS and the training to perform them as usually given at the School.

7. What modifications in methodology now in use at the School would increase effectiveness in learning?

In exploring this question with various members of the staff and faculty at the School, the Survey Commission discovered that they know only the particular methods which were being employed. They need expert guidance in the matter. This is not to say that the personnel at the School are incapable of or uninterested in effective teaching methods. They are without any doubt a very able group. They have not been provided the opportunity to learn how to handle an educational situation in other ways. In fact, they are very receptive and desire to know how the accomplishment of their various training missions can be improved.

8. Have types of instruction been selected in relation to the effectiveness in accomplishing the various training missions of the School?

No. The types of instruction employed are those which have been handed down in the Army as the way to accomplish "training." As long as they are employed, the question, "Training for what?", is never raised.

II. OBSERVATIONS

1. Methods of instruction reflect the philosophy of education. How they are carried out demonstrates teaching skill. What they accomplish is indicated by the learning achieved by the student.

a. The methods of instruction employed at the School reflect the philosophy of training that material should be presented in such a manner that students can "memorize" it.

b. The methods of instruction in the typical class at the School are fairly effective for promoting "memorization."

c. That students do "memorize" the material to which they are exposed is revealed by the examinations which require exact recognition of material as presented. (See Chapter XII.)

2. When a functional approach to planning the various programs of instruction at The Adjutant General's School is adopted, several modifications in instructional methods must be made in order to implement the different educational philosophy.

a. Less time will be spent by instructors in "talking at" students; more time will be spent in arranging classroom, laboratory, or field situations where students, under an instructor's supervision, will "learn by doing."

b. Less time will be spent by students in sitting in a classroom; more time will be spent in individual study, projects, and conferences.

c. Less time will be spent by instructors and students in discussing and answering questions in large classes; more time will be spent by them in committee work developing projects.

3. Lectures should be virtually eliminated except for certain special purposes which should be clearly specified. Examples of appropriate use of lectures are: To introduce a new area or a topic on which material is not or cannot be made available in published form; to present a topic in which frequent changes involved in the content make it difficult to keep it up-to-date in printed form; or, to present topics of special interest, the learning of which can be stimulated by a lecture.

4. As a result of the present teaching methods, some useful knowledge is learned and retained for use on the job subsequent to attendance at the School, but the percentage of such information is lower than it need be because:

a. The mass of information presented during the course of the day, or even during the course of many single class periods, exceeds the span of apprehension (defined as the number of discrete ideas which can be comprehended within any stated period of time).

b. Emphasis is on learning by parts. This is less effective than learning by wholes. (Learning a job as a whole results in more rapid learning than learning each separate part of a job and then trying to integrate the parts.)

c. Emphasis is placed on "concentrated" learning rather than on more effective "distributed" learning. (In the concentrated method of learning, students concentrate on one aspect of a situation and then continue to a second, third, and fourth in a similar manner. By the time the last aspect is reached, much of what was learned in studying the first aspect has been forgotten, even though it may be of equal importance to the job as a whole as the last aspect studied. In the distributed method of learning, however, each aspect occurs naturally as it does in a real job situation and the chances for retention of the knowledge and skills necessary to do the job properly are improved.)

d. Relative importance of various aspects of the material to be learned has not been evaluated in relation to job requirements. (Most students bring to the various courses some knowledge of the jobs for which they are studying. They realize from experience something about the relative importance of the material which is presented to them and, therefore, take different degrees of interest in it. Those things in which they are most interested will be learned more quickly and retained longer.)

e. Motivation is superficial, consisting of attempts to enlist the student's interest through various verbal appeals aimed at stimulating him to put forth increased effort to memorize the material presented. (The authoritative approach throughout most of the classes is most evident. Little or no attempt is made to give the student a frame of reference for the material presented so that he will realize its importance; understand the reasons why it is presented; view it in perspective to the job he is to be called upon to do as a result of the training he receives; and, consequently, develop a real and lasting interest in learning it in such a manner that it will become operative in his behavior on the job.)

f. There is no feeling developed that all materials presented "belong" in the course. (Isolated, discrete, and unrelated materials are presented in sequence in the hope that sometime, somewhere, or somehow, it will be of use to the student. Such a situation becomes a typical "rat race" for the student to see how much of it he can memorize by rote learning in order to pass the examination. With a sigh of relief, if he passes the examination, he goes back to his job or to the new one, for which supposedly he is trained, with the feeling that now he can find out what is expected of him. Very few students have developed the capacity on their own or through previous educational experiences, to analyze, sift, weigh, and, finally, to integrate discrete elements so that they become synthesized into patterns of knowledge. The situation has to be set for them to do so. They must be guided in the process. The performance of duties in any specific job requires a pattern of knowledge or behavior, whether it consists of simply taught muscular skills or of complex

patterns of thought in order to arrive at new insights upon which judgments can be based. If a particular thing is important in relation to job requirements, it should be taught as a part of the pattern of behavior in which it fits.)

g. "Passive learning" is the most striking characteristic of the methods of instruction employed. (An instructor cannot know how well a person is learning to do a job for which he is being trained unless he can observe the progressive developments in the behavior of the student. Automatic transfer of training between what has been learned "passively" and doing the job in the way it is expected to be done does not take place. The student must "learn by doing.")

5. In the same course different instructors employ different instructional methods for teaching their respective subjects. In many instances, these related subjects can be taught by the same methods. For example, one instructor may teach morning reports by the use of practical exercises employing mimeographed materials and visual training aids. The next instructor may teach the use of the Officers' Qualification Card by employing only a sample form and the manual describing its use. Assuming that learning to execute properly both forms has the same relative importance in relation to the duties of the job for which the student is being trained (which they may not have in practice), then there is no reason why the methods of instruction in teaching the two forms should not be the same, with the more effective one being preferred.

6. The length of time that students spend sitting in the classroom, usually six to eight hours a day, is altogether too long under present circumstances. A specific recommendation concerning this practice is not feasible, because no rigid requirement will contribute materially toward encouraging the adoption of more functional instruction. By reorganizing the methods of instruction, it probably will be reduced, on the average, to somewhat below five hours a day. In any case, every effort should be made, while adopting more functional instructional methods, to make five hours a day the maximum amount of time that a student will sit in a classroom.

7. When a functional approach to the teaching is adopted at the School, the 65-minute period now employed undoubtedly will prove to be too long. It is too short to engage in an adequate laboratory exercise; it is too long to use solely for the purpose of a lecture. In present practice the use of only 45 minutes for a lecture or conference is to be commended. However, the value of only 20 minutes as now used for directed activities is doubtful. Students hardly get "warmed up" in what they are doing before the 20 minutes are gone. For all practical purposes, therefore, the 50-minute period commonly employed in other schools, both military and civilian, is to be preferred. It provides a more flexible unit, both in terms of presenting material in lectures and conferences and in running several periods together for laboratory work, demonstrations, field trips, research projects, committee work, or practical exercises. However, until such time as the programs of instruction can be reorganized and the number of hours that students spend sitting in a classroom each day can be reduced, the present scheduling is satisfactory. It does alleviate the fatigue factor which is engendered by requiring students to sit in classes on a passive basis for six to eight hours a day, by providing students with 20 minutes of self activity in each 65-minute period.

III. RECOMMENDATIONS

1. That the number of conference and lecture hours be reviewed in relation to their content with the object of substituting, wherever possible, more active learning situations, such as demonstrations, field trips, laboratory exercises, committee work, and supervised individual study.

a. Lectures should be virtually eliminated, except for certain special purposes which should be specified clearly.

2. That much of the content now presented be reduced to mimeographed and printed form and students be made responsible for learning it outside of class time.



Figure 13

Correctional Custodial Methods Students Firing on the Range

3. That as the various programs of instruction are reorganized on a more functional basis, a greater variety of instructional methods be employed and instructors be given special training in their use in order that they may be employed effectively.

4. That instructional methods be better integrated so that units of work taught by different instructors fit a whole pattern of instruction. By doing this the elements of a job will be learned in a more realistic manner in relation to the job as a whole.

5. That the number of lecture or conference hours and other methods involving passive learning by the students be reduced to a minimum, not to exceed five hours a day.

6. That in reorganizing the programs of instruction on a functional basis, the 50-minute class period be adopted in order to furnish a flexible unit of time for presenting units of instruction.

CHAPTER X
MATERIALS OF INSTRUCTION

I. PRESENT SITUATION

1. What types of materials are available for instructional and learning purposes?

Mimeographed materials, wall charts, maps, lantern slides, training films, and film strips are the types of visual instructional aids which are available. Sound recording and reproducing equipment are also available on a basis of more limited use.

2. What are the facilities for preparing such materials and for making them available?

One converted company mess hall has been fitted up as a work shop for making charts. (See Figure 14.) It is manned by five enlisted personnel who seem to be doing a creditable job insofar as their limited and assorted skills permit. Films must be obtained from the post and only two projectors are available. Lantern slides must be made in the photographic laboratory on the post. Printing and multilithing are also done on the post. (There were numerous complaints about the time lag involved between the time when an order is placed and the completed job is received.) Mimeographing service in the Office of the School Secretary was reported as being inadequate from the viewpoint of time required for completion and the accuracy and quality of the product produced. The equipment for the construction of instructional aids is pitifully inadequate and consists largely of "homemade" and improvised materials. The tools and supplies available are limited in variety as well as in quantity. The personnel of the section are to be complimented for having demonstrated marked initiative and ingenuity in accomplishing what they have with so little with which to work. They have, for example, constructed their own light table for tracing overlay maps. All charts and slides are kept in the building and are available for loan to instructors as they are needed.

3. How are the materials and facilities used?

If an instructor desires a visual aid, such as a wall chart or a slide, he must give the complete layout to the section because the personnel function only as skilled technicians. If the visual aid cannot be made in the section, arrangements are made to obtain it elsewhere if possible. The Quartermaster School on the post is supposed to give The Adjutant General's School additional support in the production of instructional aids. However, their own requirements are such that work is backlogged to the point where adequate services cannot be rendered to The Adjutant General's School.

4. What other personnel, materials, and facilities are needed?

a. In the opinion of various staff and faculty members, a person in charge of instructional aids is needed badly. (See Appendix F for a position description.) This person, preferably a civilian whose services will not be terminated suddenly by transfer, should have a broad grasp and understanding of instructional aids and, accordingly, be able to develop the program over a considerable period of time and give continuity to it. Also, additional technicians need to be added to the working staff to keep up with the volume of work already being received through the initiative of instructors. Presumably, that volume will increase with the advent of a well-qualified professional person to take charge of the developmental work in training aids at the School.

b. More tools and equipment are needed badly to facilitate the work, to improve its quality, and to broaden the possibilities for the construction of various aids. Also, amount and variety of materials need to be expanded.



Figure 14
Visual Training Aids Section

c. More space and more suitable space are needed. At present, there is but one medium sized room to serve all functions. Separate rooms are needed for offices, drafting, carpentry (with power tools), painting, photographic laboratory, storing, and distribution facilities. These should be considered the minimum requirements for any instructional aids section at a school the size of The Adjutant General's School.

5. How can the materials of instruction, their uses and facilities, be made more effective?

An instructor preparing his work must think ahead to plan what instructional aids he needs. Except for those subjects which he is repeating, assignment of a topic to an instructor is made only a week or two in advance. If he could sit right down and decide what instructional aids he needs, he might be able to obtain them within a couple of weeks' time. However, preparation of lesson plans normally does not proceed in the order of selecting training aids first and then outlining the subject secondly, nor should it. By the time an instructor has outlined his lesson plan so that he can decide what training aids would be effective, there are at best only a few days remaining until the time of presentation. He then can visit the Visual Training Aids Section to see what they have on hand. If they have what he wants, or something near to it, he can obtain it. If they don't, he usually goes away without anything because shortness of time does not permit the production of what he wants. He may remember some time later to request the production of the aid he sought so that it will be on hand for the next time that he is to give the subject, if he should happen to be scheduled to repeat it. As a consequence of the situation, development of training aids is haphazard. Fewer training aids are being employed than is desirable. The obvious need is for advanced planning. A professional instructional aids specialist in charge of the work could give his primary attention and interest to working with instructors, through department heads, to develop materials in anticipation of needs well in advance of the actual demand for them. Such advance planning gradually would stockpile training aids and free the technicians to work on an occasional emergency need which had not been anticipated.

6. What attention is given to relate particular instructional aids to particular topics in order to make a proper selection of appropriate aids?

Very few teachers anywhere are really expert in the planning, development, and effective use of training aids. It is possible to devise training aids which are an integral part of the instruction. However, they are employed more often as "asides." They are brought in as though a teacher just happened to think that there is some illustrative material on the subject being presented. A slide is flashed on a screen. A chart is displayed. An area on a map is pointed out. Very often, also, there is more material presented by the training device than relates immediately to the discussion. All of which points to the necessity of studying the need for a training aid; planning it to fit the subject; and then using it as a part of the teaching situation and not as an incidental adjunct to it. Since so little use of training aids was seen by the Commission in the various classes at the School, it is not possible to evaluate the current practices there in any detail. From what little use of them as was seen, however, it appears that instructors lack guidance and training in the planning, development, and use of instructional aids. This, in addition to inadequate personnel and facilities for the construction of training aids, has led to a condition of paucity in their use in teaching situations where they could have been employed appropriately to enrich greatly the effectiveness of the teaching.

7. What kind of a library of instructional aids is maintained?

A central library of instructional aids is maintained in the Visual Training Aids Section and they have been conveniently catalogued. No branch libraries are maintained in the various departments, nor is a duplicate catalogue of available training aids maintained in the Library. The Visual Training Aids Section is closed at night, so an instructor working on his preparation during the evening has no access to possible illustrative materials for study in order to integrate them into his planned presentation.

8. Are facilities available for recording classroom activities?

There is a sound recording studio in conjunction with the classroom used for the Recruiting Instructors Courses. It is planned, in addition, to procure two or three portable wire recorders.

9. What use is made of these facilities?

Except for voice recordings for students in the Recruiting Instructors Courses, there is no use of the recording facilities to produce audio training aids. The use of audio training aids will never be as extensive in teaching as are visual training aids, because they are more difficult to produce; the equipment employed is more elaborate and difficult to manage; and they are usually no more effective than the instructor speaking unless they are accompanied by pictures as in a sound motion picture film or a sound film strip. However, there are a number of uses for recordings which make them effective teaching aids, either directly or indirectly.

a. The one already employed by the School is the most effective, namely, to aid the student to study his own performance in speaking.

b. Recordings of classroom activities enable an instructor to analyze the classroom procedures (with or without the assistance of instructor guidance personnel) and to critique his own work. This is an indirect aid as far as students are concerned because it only assists instructors to improve their methods and techniques.

c. Sample interviews can be recorded and played to small groups of students for study purposes. The usual drawback to this procedure is that people have become so accustomed to hearing recordings made under soundproof studio conditions that extraneous noises picked up in recording an actual situation act as distracters and divert attention from the actual proceedings for which the recording was made. Training films with sound recording are more effective when they can be obtained.

d. A number of important guest speakers appear at the School with significant messages directly related to the training mission. Recordings can be made of their talks and subsequently transcribed and reproduced in mimeographed form. Over a period of time a fairly extensive collection of such talks can be added to the School Library for reference and study. Here again is an example of a use of recordings as an indirect training aid because materials which result will benefit classes subsequent to the one hearing a particular speech and for whom the same speaker on the same topic is not available.

10. Are there an adequate number of appropriate training films available?

The answer to this question at any school is always "No." Training films have to be planned and produced over a period of time. They are usually costly to produce. Very often they cannot be produced profitably for use at a particular school. To the present time, the School has been selecting from among those films available for Army-wide distribution. Very often such films are only of the nature of an orientation toward a particular topic and therefore have little or no instructional value in a classroom, although they deal with a topic taught. Yet, all things considered, there is a need for many more training films than are available. Some of them could be produced profitably solely for School use because they will be used over and over again; frequently will deal with essential information of a key nature; and will contribute effectively to improved training with subsequent improved proficiency in the performance of duties. The resultant will be a reduction of waste and inefficiency. The School should plan the general outlines for training films which are needed badly with a view toward requesting their production in the order of their importance, first, to the Army as a whole (as well as to the School), and secondly, to the School alone.

II. OBSERVATIONS

1. Only limited use is being made of instructional aids at the School for the reasons which follow:

a. There is no professionally trained person in charge of assisting the instructional staff in the planning, development, and use of training aids.

b. Facilities, equipment, and material to produce instructional aids are limited.

c. Instructors are inadequately trained in the effective use of instructional aids.

d. Instructors cannot obtain instructional aids conveniently nor have catalogues of available aids been established in places such as in the School Library or in the various departments, where instructors can refer to them conveniently in order to locate appropriate aids while preparing their lesson plans.

2. The development of effective training aids is an integral part of a sound educational program. The Army's experience in utilizing training aids has been outstanding. The successful use of training aids has attracted much favorable attention from civilian educators and the American Council on Education has recently published a volume* on their implications for civilian education. Lack of emphasis and limited use of training aids at The Adjutant General's School is notably out-of-line with currently accepted training practices in the Army as a whole. The reasons are understandable. They lie in limitations of budget for the activity, poor facilities, and inadequate personnel. The Commission noted no lack of interest in, or appreciation of, the subject on the part of responsible officials at the School. Rather, they lamented the fact that the impositions of limitations beyond their immediate control prevented them from providing what is necessary in order to have an outstanding audio-visual educational program.

III. RECOMMENDATIONS

1. That a professionally trained civilian be employed to take charge of the planning, development, and use of instructional aids.

2. That adequate physical facilities be provided to house properly the Training Aids Section.

3. That the scope of activities of the Training Aids Section be expanded to include such things as photographic laboratory, sound recording and reproducing, carpentry facilities, reproduction facilities, and the like.

4. That provision be made to train instructors more thoroughly in the use of training aids.

5. That additional personnel be added to the Training Aids Section to enable it to render adequate services to the instructional staff with minimum delay.

6. That the School plan its needs for additional training films and request their production with appropriate justifications in the order of their importance.

7. That duplicate catalogues of available training aids be established in the School Library and that appropriate subjects be extracted to establish separate catalogues in each Department.

*Mills, John R., and Spain, Charles R., Audio-Visual Aids in the Armed Services, American Council on Education, 744 Jackson Place, Washington, D. C., 1947

CHAPTER XI

LIBRARY

I. DESCRIPTION OF THE LIBRARY AND ITS USE

1. What library facilities are available to instructors and students?

One of the temporary two-story wooden barracks has been converted for library use. The stacks are located on the first floor (see Figure 15) and the reading room has been located on the second floor. (See Figure 16.) A reference room is being established for the use of instructors to include such materials as Department of the Army publications and technical books, pamphlets, and the like, needed in the preparation of lesson plans. The present book collection has been assembled from the disbanded Post Library at Fort Hayes, Ohio, and from what has been carried along by the School as it moved from post to post to its present location. It now includes about 9400 volumes. There are no separate funds available for the purchase of books. A small bookstore has been established in one corner of the first floor where students may purchase the necessary school supplies not furnished by the School.

2. What time is allotted in the programs of instruction for supervised study during which library facilities could be utilized?

No time is allotted specifically in the present programs of study for supervised study on particular topics. The present class schedules provide 65 minutes for each class. Of this time instructors have been directed to devote 20 minutes to providing an opportunity to study references or to conduct directed activities. (See Chapter IX.) For the purpose of study, students are issued bundles of reference materials needed in the course they are pursuing, and additional reference materials have been placed in classrooms. As presently conceived, except for the special reference room, the School Library is to function for recreational reading only. The study of required references and individual reading for research purposes is to be accomplished in classrooms which are kept open at night for that purpose.

3. Are there departmental libraries?

There are no formal departmental libraries covered by a central catalogue in the School Library. Such books as have been accumulated over a period of time in the various departments have come from many sources. They are kept and used informally.

4. What is the organizational control of the School Library and how does it affect its functioning in relation to instructors and students?

The administration of the Library is directly under the Director of Training (Assistant Commandant). One enlisted man is running the Library, bookstore, and the Information and Education program for the School as well. An officer has been placed in charge to supervise the activities. The Library is kept open from 0800 to 1200, from 1300 to 1700 and from 1730 to 2230. The enlisted man is paid 50 cents an hour for keeping the Library open during the evening hours. Since the Library has been newly established and only recently has been opened for use, no count of its use by students and instructors is available. AR 350-110, Military Education, General and Special Service Schools, General Provisions (see Appendix C) provides that each Army school shall have a library, a professional librarian, and a library committee to supervise the library and its affairs. These are wise provisions, and if carried out, integrate the library at a School with its educational program. At the present time, such provisions are not being carried out at The Adjutant General's School. As a consequence, it appeared to the Commission that the Library is being set apart and run as a separate entity. It seemed that little consideration was being given to ways it could be operated to improve the educational program at the School.

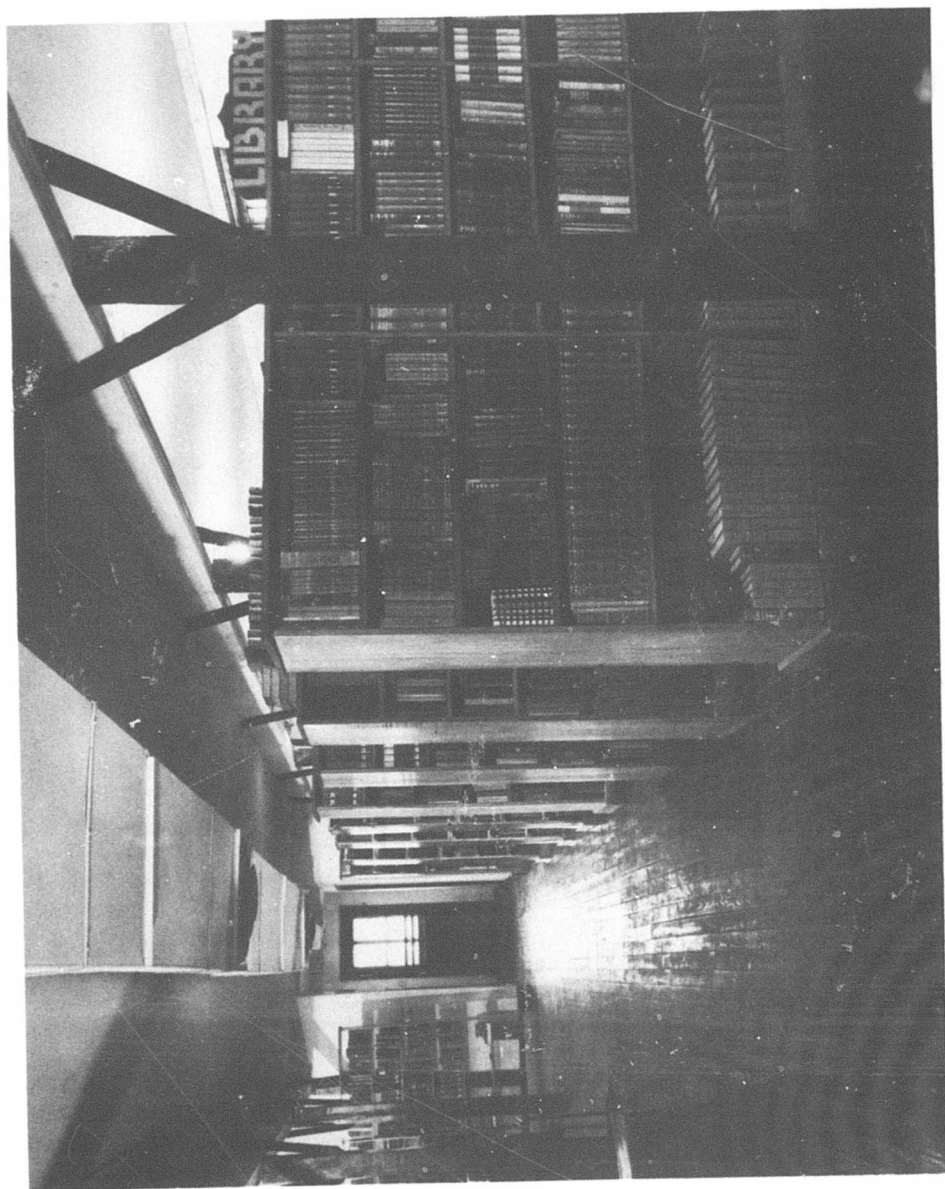


Figure 15
Stacks on the First Floor of the Library



Figure 16

Reading Room on the Second Floor of the Library

At the time of the Commission's visit, the Library was not functioning, so it was impossible to judge how the policy as presently conceived will affect its functioning in relation to instructors and students.

II. OBSERVATIONS

1. The Library facilities are as adequate as can be provided under the circumstances, unless a covered area way could be provided to join two temporary barracks together to make more space available. Such a move may have to be considered if the School population grows to any extent and the use of the Library is made an integral part of the various programs of instruction.

2. A school library should exist for the primary purpose of being an integral part of the educational program. It should provide reference materials and study facilities for students and faculty. Much of the content presented in classes at the School could better be read by students either in the references they are supplied, or in references to be found in the Library. Instruction on an individual basis for more advanced students can be provided only when adequate library facilities exist. Research by instructors in preparation of lesson plans is facilitated by the resources available in a library. Keeping the classrooms open at night to provide a place for students to study the references which they keep in their desks is a commendable practice which should be continued no matter how much the resources of the Library are strengthened. However, the Commission considers that the Library should become an integral part of the educational program as well as a recreational development as presently conceived. As the programs of instruction are revised to provide more supervised study (in line with developing a more functional approach) the Library will come to be used more frequently and intensively for study and research purposes, particularly the latter, than it is now.

3. A trained librarian is essential. This person should be a civilian employee (see Appendix F for position description) who will be able to develop the library program over a considerable period of time.

4. The provisions of AR 350-110 on the organization of a library committee should be implemented. A school library is the concern of the whole School. The more that members of the faculty are charged with the supervision of and the planning for its use, the more it will become a really functional part of the educational program.

III. RECOMMENDATIONS

1. That the provisions of AR 350-110 concerning a school library be implemented with the

a. Employment of a trained civilian librarian on a permanent basis.

b. The appointment of a library committee to supervise and to plan the use of the Library.

2. That the School Library be developed along the lines of becoming an integral part of the educational program as well as a recreational reading center.

CHAPTER XII

THE EVALUATION PROGRAM

I. CURRENT EXAMINATION PRACTICES

1. What is the present evaluation and marking program at the School?

a. The present evaluation program in the various courses is based upon objective examinations which are given weekly in most courses (every two weeks in three of the courses) and also at the end of the course. Almost all of the weekly examinations include 75 questions and have a 45-minute time limit. Only in a few cases are shorter examinations used. The final examination is almost uniformly a 100-question examination with a 50-minute time limit. The examinations are machine scored (See Figure 17) and graded in the School Secretary's Office. Grading is accomplished by determining the percent of correct answers. Grades are reported to the students as an adjectival rating on the basis which follows:

<u>Percentage</u>	<u>Rating</u>
90-100	Superior
85-90	Excellent
80-84	Very Satisfactory
75-79	Satisfactory
70-74	Warning, but Passing
69 or below	Failure

b. Occasionally, questions are eliminated from an examination after it has been mimeographed. The elimination may take place before the examination is administered on the ground that the work was not covered adequately in class or that the question is considered to be a poor one. Or, it may be omitted after the examination is administered, possibly as a result of class discussion which indicates that students misunderstood the question because of poor wording or because that the students read into it an interpretation which was quite sound but which the instructor who framed the question did not have in mind. Or, the item analysis may indicate that the question is not a valid one. (Such item analyses are made automatically when ten percent or more of the students fail.) The Secretary's office records do not show, however, that much use is made of item analyses for this purpose. When a question is eliminated, especially if that occurs after the test is administered, the clerical work is increased, particularly if the scoring and item analyses have been completed.

c. The grade slips are given to the students either the day that the examination took place or within twenty-four hours; rarely do they wait longer than that for the results. Informing the students of their test results so quickly is a commendable practice.

d. A student may appeal from the examination results. He does so by presenting his appeal to an instructor. The student does not have recourse to his examination paper. The instructor would normally examine the student's paper again and evaluate the appeal as he sees fit.

e. Some of the examinations, primarily those given in the Machine Records Course and the Correctional Custodial Methods Course, are in the form of practical exercises. For these, the students are given a numerical rating which is transmuted into an adjectival rating in the Secretary's office.

f. Recently, problem type examinations have been introduced in The Advanced Adjutant General Officers' Course. An elaborate procedure has been devised for the preparation, administration, and grading of these examinations in order to obtain objectivity. No such examinations had been given as yet at the time of the Commission's visit, so their effectiveness could not be evaluated.



Figure 17
Scoring Examinations

2. Who determines what examinations will be given?

A course director determines what examinations are to be given in conformance with an approved program of instruction. He requests department heads to provide an appropriate number of questions. Instructors submit items on their respective topics to their department head who reviews and consolidates them. He then forwards them to the course director who consolidates the questions with those received from other departments which have given instruction in the course to be covered by the examination in preparation. After the course director reviews the questions and coordinates any problems in connection with them with the department head concerned, he puts them together as an examination and forwards them to the School Secretary whose office edits the tests and prepares them for mimeographing. Editorial changes are made only with the approval of the department head concerned. The editorial functions performed include rephrasing items to obtain proper grammar and mixing questions on examinations so that subjects and correct items appear in some random order. The Secretary's Office is supposed also to determine the number of questions on an examination, but, in recent practice, course directors have been assuming that responsibility. The examination is administered as a responsibility of the course director. After it is given, the papers are returned to the School Secretary's Office where they are scored by an IBM test scoring machine and grades are determined.

3. For what purposes are examinations employed?

Examinations are given with but one purpose, namely, to determine grades in the various courses. Weekly examinations are reviewed with the classes, but in practice such reviews serve only the purpose of allowing the students to check upon the accuracy of their answers. The students are permitted to raise questions and to discuss the answers. Such "discussion" in practice usually turns out to be an opportunity for a student to argue about an answer rather than serving the purpose of a learning period used to clarify misunderstanding in areas which have not been understood clearly by a sizeable percentage of the students.

4. Who determines how examinations will be scored and what will be done with the results obtained?

The School Secretary carries out the mechanics of scoring and uses the results only to report and to record grades. The practice of weighting certain items or sections of examinations has not developed at the School. All marks are recorded as percent correct of the total number items on any one examination. A student's final grade is an average of his percent grades on all examinations. There is no differentiation in the weighting of separate examinations. The final test, for example, is given the same weight as the tests given during the course. No account is taken, therefore, of the relative importance of the subject matter covered; of the differences in the variation of scores on separate examinations; or, of the differences in general level of difficulty of the various examinations.

5. What analysis is made of examination results?

The School possesses an IBM test scoring machine with an item analyzer. In the case of an examination on which ten percent or more of the students fail, an item analysis is made as a matter of routine. Item analyses are also made when requested by a course director. The item analysis is in the form of the number of students selecting each of the various answers, that is, true or false, or each of the several choices in the case of multiple choice items.

6. What use is made of the analysis (both in theory and in practice)?

In theory, examinations failed by ten percent or more of the students (percentage grades below 70) are to be item analyzed in order to permit instructors to see what items were too difficult and which should not be used in subsequent examinations. An inspection of the examinations given in the same course but to different classes indicated that it was a common practice to repeat the same examination for successive classes usually with some changes, most of them minor. These changes occasionally are based on the item

analyses that have been provided by the School Secretary's Office. Apparently items which at least 70 percent or more of students in the classes cannot answer consistently from class to class have long ago been eliminated from the examinations which are used repeatedly.

7. Is a file of items for examinations maintained?

No organized test item file is maintained.

8. How effective is the present evaluation program?

a. A number of characteristics appear to hold true for virtually all the examinations. Each examination appeared to be a mixture of many areas of content. For instance, the first part of one examination contained seven questions on military law, followed by four on psychology, four on statistics, five on morale and leadership, and five on testing. The second part consisted of multiple choice items, the first eighteen of which were on military law, followed by fourteen questions on various aspects of psychology, eleven on statistics, twenty-three on morale and leadership, and twelve on various aspects of test and measurement. This variety of content was true of most of the tests inspected. The tests appear, therefore, to be aimed at measuring the retention of a variety of factual content covered in a course.

9. Is there a need for a civilian test technician to assist in the development of examinations for the School?

From the standpoint of test construction it is apparent that the School needs trained professional help. There were a number of evidences, probably too many, of such defects as poor wording; obvious right or wrong answers; questions, the answers to which indicate the answers to preceding questions or to questions that come later; and the like. There is room for a great deal of improvement which probably can be made only by providing extensive training for the instructors who write the questions, and by bringing in a full-time test technician. The following items from various examinations illustrate typical errors in test construction which are being made rather consistently:

a. Q. "Tests are a positive way of measuring personality." (True or false)

This type of question is difficult to interpret since the meaning of the expression, "a positive way" is not clear.

b. Q. "Rods of the eye are used to see:

- (1) in the dark
- (2) in the daylight
- (3) color
- (4) things directly observed"

Q. "Principles of Military Psychology have been used since:

- (1) World War I
- (2) French Revolution
- (3) B.C.
- (4) World War II"

Q. "Trade tests were developed by:

- (1) industry
- (2) the Army during World War I
- (3) labor unions
- (4) the Army during World War II"

These items are illustrations of interesting facts for students to know, but their significance to The Advanced Adjutant General Officers' Course, from which they are taken, is questionable.

- c. Q. "A form showing individual differences of any individual is called:
- (1) ogive
 - (2) pictogram
 - (3) profile chart
 - (4) rating scale"

This question cannot be answered since the expression "individual differences" refers to differences among individuals. The lead statement should read, "A form showing variations in traits of an individual is called:"

- d. Q. (occurring on the first page of an examination) "The primary responsibility of a leader is the accomplishment of the mission which is assigned him by his superiors" (True or false)

Q. (occurring on page nine of the same examination) "Next to his mission, the leader's most important responsibility is" (followed by four choices)

This is an example where the second question indicates the correct answer to the first item.

- e. Q. "A median is the most affected of all measures of central tendency by extreme scores." (True or false)

The wording of this question is awkward. Either of the following would carry the thought in a clearer fashion:

"Of the several measures of central tendency, the one most affected by extreme scores is the median."

"The median is the one of all the measures of central tendency most affected by extreme scores."

- f. Q. "The maximum validity of a test is limited by its reliability." (True or false)

This item can be answered correctly by a student who has learned the statement as a fact without knowing what it means. The important thing is the understanding of the principle and its significance in the interpretation of the test results.

- g. Q. "The primary purpose of correctional classification is to:
- (1) hold the offender in confinement
 - (2) release all offenders as soon as possible
 - (3) dispose of all offenders properly after systematic individual study and investigation
 - (4) grant clemency and home parole."

This item illustrates the most common error made by untrained and neophyte test constructors, namely, to make the correct item the longest and most detailed of all the distractors, obviously giving it away because of the wealth of detail imparted in contrast to the other choices.

- h. Q. "Of the following responsibilities, the one which is NOT a responsibility of the area officer is:
- (1) counts in area
 - (2) inmates' 201 file
 - (3) supplies for inmates
 - (4) discipline"

Obviously too easy. The correct item is not on the same "continuum" as the other choices which are intended as distractors. It is something different altogether.

i. Q. "A sergeant relieved from the Army after 20 years and 6 months service who had been awarded the Medal of Honor and the Silver Star would be entitled to monthly retirement pay in the amount of:

- (1) \$68.25
- (2) \$81.91
- (3) \$75.08
- (4) \$92.50"

Tests detailed memory for information which can be obtained from pay tables, and probably is in practice.

j. Q. "Which of the following statements best defines a modern salesman?

- (1) a person who can sell ice boxes to Eskimos and heating plants to citizens of Panama
- (2) a person who assists another person in making a wise decision or purchase
- (3) a person who persuades another person to buy something he can't use and can't afford
- (4) a person who has developed such glibness that he can talk anyone into anything."

There are "modern" salesmen who can do any of these things. Anyhow, the item doesn't fool any reasoning person who can decide readily what he would like a salesman to do.

k. Q. "The qualifications of any Army cook are described in:

- (1) TM 12-405 (Civ. Occup. of Officers)
- (2) TM 12-425 (Personnel Classif.)
- (3) TM 12-426 (Civ. Occup. Classif. of EM)
- (4) TM 12-427 (Mil. Occup. Classif. of EM)"

The context of the correct item gives the answer away.

l. Q. "The Organized Reserve Corps includes the Officers' Reserve Corps, the Enlisted Reserve Corps, and the Organized Reserves." (True or false)

Everything is included, so it must be true.

m. Q. "A typed indorsement is used solely for the purpose of forwarding inclosures." (True or false)

Superficial attempt to catch the examinee on the use of words.

10. What special abilities are noted on the academic report for officer students attending the various courses?

a. AR 600-185, Personnel, Efficiency Reports, requires that academic reports be submitted for all officer students at the completion of a course. There is required:

- (1) An academic rating expressed in academic rank within the total graduating in the course.
- (2) A statement of special aptitude for any particular duty in those instances where circumstances are such as to render it possible. This item is not to be supplied as a matter of routine but is to be included only in those cases where aptitude is outstanding and opportunity for observation is sufficiently adequate to justify making a comment.
- (3) A report when the officer is considered to be a potential instructor for the School.

b. The purpose of the academic report is stated in AR 600-185 as follows:

"12f. Grades or ratings. - Grades or ratings furnished in academic reports will be given due consideration in evaluating an officer's qualifications for any and all purposes, including selection for assignment or training, promotion, demotion, retention on active duty, detail, transfer, or separation. Academic ratings are not to be confused with ratings obtained from efficiency reports on performance of designed duties, but may be used in addition to other factors in evaluating the numerical ratings obtained from efficiency reports considered singly or over an extended period of time."

c. Current practice in making academic reports for officers completing courses at the School is to give only their numerical class standing and to indicate "none" for a comment on special aptitudes. The justification for such practice is that contained in AR 600-185, namely, that circumstances at the School are such that observation of officer students is insufficient to make specific comment concerning special aptitudes. The numerical standing becomes of prime concern, therefore, because it is the only specific information that career management authorities have in evaluating an officer's school performance in considering his record for possible assignment or promotion. The significance of an officer's class standing is derived from the validity and reliability of the evaluation program. As has been pointed out above, his final standing in relation to others will be based upon an average of percentage grades earned upon examinations which he takes during a course. A few sample statistics on examinations given in officers' courses will illustrate typical results being obtained.

(1) Advanced Adjutant General Officers' Course

Number of students	30	
Number of grades above 70	28	
Number of grades below 70	2	(foreign students with language handicap)
Average grade	86	
Highest grade	96	
Lowest grade	35	
Number of students between 86 and 96	13	
Number of students between 75 and 86	15	

(2) Associate Basic Adjutant General Officers' Course

Number of students	35
Number of grades above 70	34
Number of grades below 70	1
Average grade	89
Highest grade	98
Lowest grade	24
Number of students between 89 and 98	16
Number of students between 70 and 89	18

(3) Officers' Recruiting Instructors Course

Number of students	40
Number of grades above 70	37
Number of grades below 70	3
Average grade	84
Highest grade	95
Lowest grade	63
Number of students between 84 and 95	20
Number of students between 70 and 84	17

d. In each case cited, as in all the other cases inspected, the range of scores is small. The effective range for each test, when the few extreme cases of failure are eliminated, is not over 25 points into which are compressed the grades for 30 to 40 students. It must be concluded, therefore, that for purposes of discriminating among students to determine their rank standing in a class, the tests have an inadequate spread of scores. Unreliability is self-apparent. The differences in standing probably could be predicted as readily by picking the names of students out of a hat. This is especially true because by the time that the results of several tests are averaged, the statistical phenomenon of "regression to the average" would have operated to the point where practically all the students would be within a few points of the average. In order to determine rank order in the class, percentage average must be carried out to two decimal places. Yet, supposedly, rank order in a class is an important indicator to career management authorities in deciding among the graduates of a class who are the better officers. Not even considering the doubtful validity of examinations at the School in relation to level of preparation for performance of duties, the implications of this practice are clear, namely, under present circumstances relative standing in a class is entirely meaningless.

II. OBSERVATIONS

1. Every examination reviewed by the Commission consisted of a series of discrete informational items. Apparently only factual information was tested. There can be no doubt that much of the information is fundamental and must be mastered. In such a case, it is justifiable to devote at least part of an examination to the measurement of information and skills. There is certainly some fundamental knowledge which is important for officers who are to assume supervisor's positions and positions of responsibility. Certainly, however, the mission of a course can hardly be considered as having been accomplished unless the students give evidence of the ability to evaluate, interpret, make judgments, reach decisions, do some planning, perform organizational functions, and the like. In no instance do the tests measure any of these functions. The tests are purely measures of acquisitions of facts. They are not functional in any sense whatever. It is difficult to see a clear relationship between the examinations and the purposes of the courses except insofar as some of the courses require the mastery of fundamental information.

2. Furthermore, in too many instances the significance of the content tested might well be questioned. Again and again the inspection of various questions would raise validly the comment, "So what?". Suppose the student does have this information? In what way would it be of any value to him in the performance of his duties?

3. By and large, the examinations produce an unreliable final grade which might be validly interpreted to represent the extent to which the student has mastered information, some of which is of no consequence (if the examination scores really discriminated among students). But, the grade cannot validly be interpreted to be a measure of the extent to which the student has accomplished the mission of the course.

4. To establish a satisfactory evaluation program at the School, the following steps need to be taken:

a. Job analyses for the purposes of the various courses need to be made for use as a basis for the examination program. They might well be the same job analyses made as a basis for a study and possible reorganization of the curricula of the courses. Once the purpose of the examinations, which is fundamentally, to measure the degree to which the student has accomplished the mission of the course, is determined, a series of examinations should be planned, each to measure one or several specified objectives of the course. The nature of the examination should be determined by the objectives involved. The length of the examination should be likewise determined. The practice of having uniformly spaced examinations should be discontinued as such. Examinations should be uniformly spaced only when that is consonant with the plan of the curricula resulting from the amount of time devoted for the learning of each of the objectives of the course.

b. The present practice generally of limiting objective examinations to two types of items, namely, true-false and multiple choice, should be expanded to include other types of objective items when they are more appropriate for evaluating how well students achieve the mission of a course.

c. Studies should be conducted to determine the comparative difficulty of the various examinations in a single course and of the comparative variability of the scores for the several examinations. Difference in difficulty alone can be corrected by applying a correction factor to some of the tests, thus making the average difficulty the same. Differences in variability can be corrected only by using a unit of variability as the unit of measurement. For this purpose, the standard deviation has proven in practice to be the most desirable. If the variation of scores in one examination is zero, or close to it, then it actually carries no weight in determining the final class-standing of a student. If the variations of scores in one examination is twice as great as the variations of scores in a second examination, the first examination actually will contribute twice as much to the final class-standing as will the second examination. If that is not intended, then the condition must be corrected. The fact that marks are not weighted means that it is intended that all the examinations carry the same weight. Only when the variability of the scores for different examinations of the same course are equalized is it possible to assign weights in the amount that each should contribute toward determining a student's final class-standing.

d. In light of the above, the present practice of using percentage grades should be abandoned. As used now, a student's final grade is the determiner of whether or not he passes a course. A student passes an examination if his mark is 70 percent or higher. He passes the course if his average for the course is at least 70 percent, and if he passed at least 70 percent of the examinations in the course. This criterion is purely arbitrary and lacks validity and reliability. It is possible to pass all the students by preparing very easy examinations. It is possible to fail all the students by preparing very difficult examinations. It is necessary to recognize that it is not easy to determine in advance the difficulty of an examination. Furthermore, it is not the difficulty of the test but the significance of its content that should be a measure of whether or not the student passes. Passing means that the student has accomplished the mission of the course to what would be regarded as a minimum acceptable degree. The use of a 70 percent passing mark cannot be regarded as providing such a measure.

e. The minimum criterion for successful completion of a course should be set, not in terms of an arbitrary figure determined in advance of the planning and the preparation of the examination, but in terms of a minimum quality standard. This would be more reasonable and easier to accomplish if the examinations were planned in terms of the purposes of the course and specifically for the measurement of the accomplishment of these purposes by the student. The procedure for determining the lowest acceptable score on an examination should be as follows: after the examination has been planned and prepared, the items comprising it should be inspected. It should be determined which items should be considered basic. The student answering a predetermined number of these incorrectly should not be considered as meeting minimum passable quality standards. The total number of such items on any examination then could constitute the minimum passable score. It is true that on the basis of such a total, students would pass occasionally even if they answer incorrectly some or even many of the fundamental items which were counted as constituting the basic score. But, students repeatedly falling below a minimum score established in such a manner would lack unquestionably much of the material considered essential for minimum passable accomplishment. This technique might well produce different passing scores for different examinations. When the scores on a particular examination are converted to a standard score scale on the basis of the standard deviation of the performance of the students, the passing score likewise will be translated into a standard score. The standard scores on all examinations eventually will be averaged at the end of a course, taking their respective weights into account in doing so. At that time, it can be determined whether a student falling below the minimum passable score on a certain proportion of the examinations but exceeding the average of the minimum passable scores with their respective examination weights should be considered passable. Such a determination is one which calls for the exercise of judgment on the part of those responsible for the evaluation program in relation to the reliability and the

validity of the examination procedures which have been established.

f. The final outcome of such an evaluation program as described above will be to determine more validly and reliably the relative standing of students in a class for reporting purposes. Over a period of time, as statistical data are accumulated, it should be possible, even to assign class standings in relation to a standard class of a certain size, such as 30, 50, 75, or 100 students. Then, when a class has only five members, for example, it becomes possible to give them class standings in relation to a larger class of students. This is a desirable practice to achieve if at all possible, because the student who stands number one in a class of five would not necessarily obtain that standing in competition with a class of fifty. Also, the student in a class of five students who is reported as standing fifth in competition with his own group might not rank fifth in a class of seventy-five students. Yet, under present practices of reporting, his standing would carry as much weight with career management authorities as the student who stood fifth in the larger class. However, certain cautions must be exercised in adopting such a procedure, as discussed above. Adopting a practice of attempting to give students in very small classes a relative standing in a class of 100, for example, may result in a rather large error of evaluation. Very small classes are often apt to be very highly selected groups. If such were the case for a group of say, 10 students, to give the lowest individual a relative rank of 90 in a standard class of 100 would place him very low. Although he may be a superior individual, and in actual competition with a class of 100 he might be tenth in standing, it just happens, in the smaller group he was the poorest of 10 superior individuals. It can be seen, therefore, that the system of trying to rank individuals justly is fraught with all sorts of dangers for error in evaluating individuals accurately and fairly. To report a student's rank standing accurately requires well-standardized tests where his performance can be measured against standards developed on groups representative of the population in which he must compete. Then the individual's percentile standing or standard score will automatically give his standing in relation to that population. At the School, therefore, unless the different examinations employed successively with different classes are equivalent forms for determining relative level of achievement among students, considerable error is bound to result no matter how much careful judgment is exercised. Even with such careful equating of different examinations, it would actually be more preferable, and sounder statistically, to report a student's final achievement as falling in a particular fifth or tenth of a class instead of trying to give him a rank order standing. Such a system for reporting would make possible an examination program that is less extensive and time consuming in preparation, grading, and processing the results of examinations. At the same time it would provide sufficiently accurate final reports. In terms of predicting potential success of a student in a future assignment, it really doesn't matter whether it can be determined that he stood 56th or 57th in a class, but it does make a difference whether he fell in the 70 to 80 percentile group or the 20 to 30 percentile group.

5. To implement a revised and expanded evaluation program, certain operational changes in examination procedures are necessary at the School.

a. In the first place, consideration of the place and the purpose of the evaluation program in the various programs of instruction should be a primary responsibility and concern of the proposed Analysis and Review Section. (See Chapter III.) A civilian specialist in tests and measurements should be employed as a member of that section. (See Appendix F for position description.) His services should be available, on a consultant basis to all members of the faculty, to render assistance in the preparation of examinations. He will, of course, have as his primary responsibility the analysis and evaluation of the effectiveness of the evaluation program on a continuing basis.

b. An examination committee should be constituted in each teaching department. These committees should be charged with the responsibility of planning and preparing examinations long in advance of the time they are to be administered. The instructors, as now, should continue to write items on their respective subjects. (An item refers not only to a single question but also to a problem or situation accompanied by one or many questions.) Their items will be submitted to the committee, which in turn will prepare the examination. The examination should then be submitted to the Analysis and Review Section which will consider it in relation to the purpose of the evaluation program of the course for which it

is intended. Coordination with the examination committee can be effected and when a satisfactory final product is agreed upon, it can be forwarded completely edited to the Secretary's Office for duplication.

c. Administration and scoring of examinations can proceed as at present. Determination of grades should be placed in the hands of the examination committees. Necessary statistical analysis should be performed in the School Secretary's Office. More emphasis, of course, should be given to item analyses.

d. Especially important will be the development of a test item file, by subjects, with complete statistical data entered upon each card for all items. Item analyses should include as minimum data the number of individuals selecting each answer for the class as a whole and also the number of best and poorest students selecting each answer. In many instances the number of students involved at any one time will be small, but as the same items are repeated for different classes, the number of cases will become large enough to give significant indication of the worthiness of individual items. The test technician in the Analysis and Review Section should review systematically the results of all item analyses as they become available, and should destroy all items which prove ineffective. In such a way, over a period of time, a file of test items of known discriminative power will be accumulated. These will be a useful collection for the various examination committees and gradually will lighten their burden in constructing new examinations. Eventually, with such a file, many forms of an examination covering the same areas can be built with approximately equivalent values, so far as difficulty is concerned. New items, of course, should always be written, tried out, and added to the collection if found to be valuable in practice. The present practice of reviewing examinations with the students should be discontinued. In its place, after an item analysis of an examination has been completed, a review outline for areas of weakness can be prepared and a class session can be scheduled to take them up without specific reference to particular examination items. The purpose of an examination review should be to clarify meanings, implications, concepts, and the like. In other words, the review should be for instructional purposes rather than for the purpose of pointing out the correctness of answers.

e. Utilizing the services of the test technician, instructors should be trained as rapidly as possible in the preparation of good examinations, with special emphasis on writing test items. It is not important that they be trained as statistical analysts, which is a common error in college courses in tests and measurements. It is important though that they be familiarized with the statistical procedures employed to weigh the final results of their efforts as test item writers. A guide for the preparation of test items suitable for courses at The Adjutant General's School should be prepared as a ready reference for instructors.

6. The reorientation and reorganization of the evaluation program at The Adjutant General's School is obviously tied closely to the whole problem of re-examining the curricula and the methods of instruction. (See Chapters VIII and IX.) If a functional approach to the curriculum is employed, the nature of examinations would necessarily be changed. In some instances, performance type examinations would be employed. In other instances the examinations will continue to be of the paper and pencil variety. However, they should measure performance in the kind of operation that the student is supposed to learn. In some cases, although the examinations still will be objective, they may not lend themselves to the use of a scoring machine. Although it is important to save the time of personnel by using machine scoring whenever that can be done, this criterion should not result in a decrease of the effectiveness of the evaluational program. Particularly in classes that are relatively small, the time taken by instructors to score performance examinations would not be excessive. The time saved by having such examinations in machine scored form will not compensate for the loss in validity of the examinations and of the value of their contribution to the final class standing.

7. The final outcome of a revised evaluation program at the School will be a more reliable and valid class standing for students. This will have special significance for officer students in relation to rendering Academic Reports as required in AR 600-185. Furthermore, more attention should be given to discovering ways and means of observing special aptitudes among officer students. For example, it can be determined on the basis of job analyses what special aptitudes, if any, are required for the performance of duties

in positions for which students are being trained. Not only could an evaluation of achievement depending upon the exercise of such aptitudes be made through the examination program, but, also, instructors could be apprised of the importance of observing students for evidences of such aptitudes. Furthermore, descriptions of student behavior and performance can be developed which will reveal such special aptitudes as are important, and objective ratings of evidences of such behavior can be observed and reported. It will be possible then to make a positive report of special aptitudes on the Academic Report instead of the present practice of negatively reporting, "none." The final effect of adopting an improved evaluation program will be to furnish career management authorities significant data to be used in relation to assignment, promotion, transfer, retention on active duty, and the like.

III. RECOMMENDATIONS

1. That the purposes and methods of the evaluation program at the School be re-examined with the view that examinations are to measure the accomplishment of the mission of a course, rather than measure the immediate rote mastery of information. The evaluation program should subsequently be reorganized as an integral part of a more functional educational program in the various courses of instruction.
2. That a civilian personnel technician who is a specialist in tests and measurements be employed as a member of the Analysis and Review Section.
3. That test preparation be placed in the hands of departmental committees subject to review by the Analysis and Review Section.
4. That a greater variety of objective test forms be utilized consonant with the purposes to be served by the evaluation program at the School.
5. That in place of the present grading system a standard score system for interpreting test results be employed.
6. That a test item file be organized and kept current on the basis of statistical item analyses.
7. That more significance be attached to the provisions in AR 600-185 for rendering Academic Reports for officer students by developing methods for observing special aptitudes of importance.

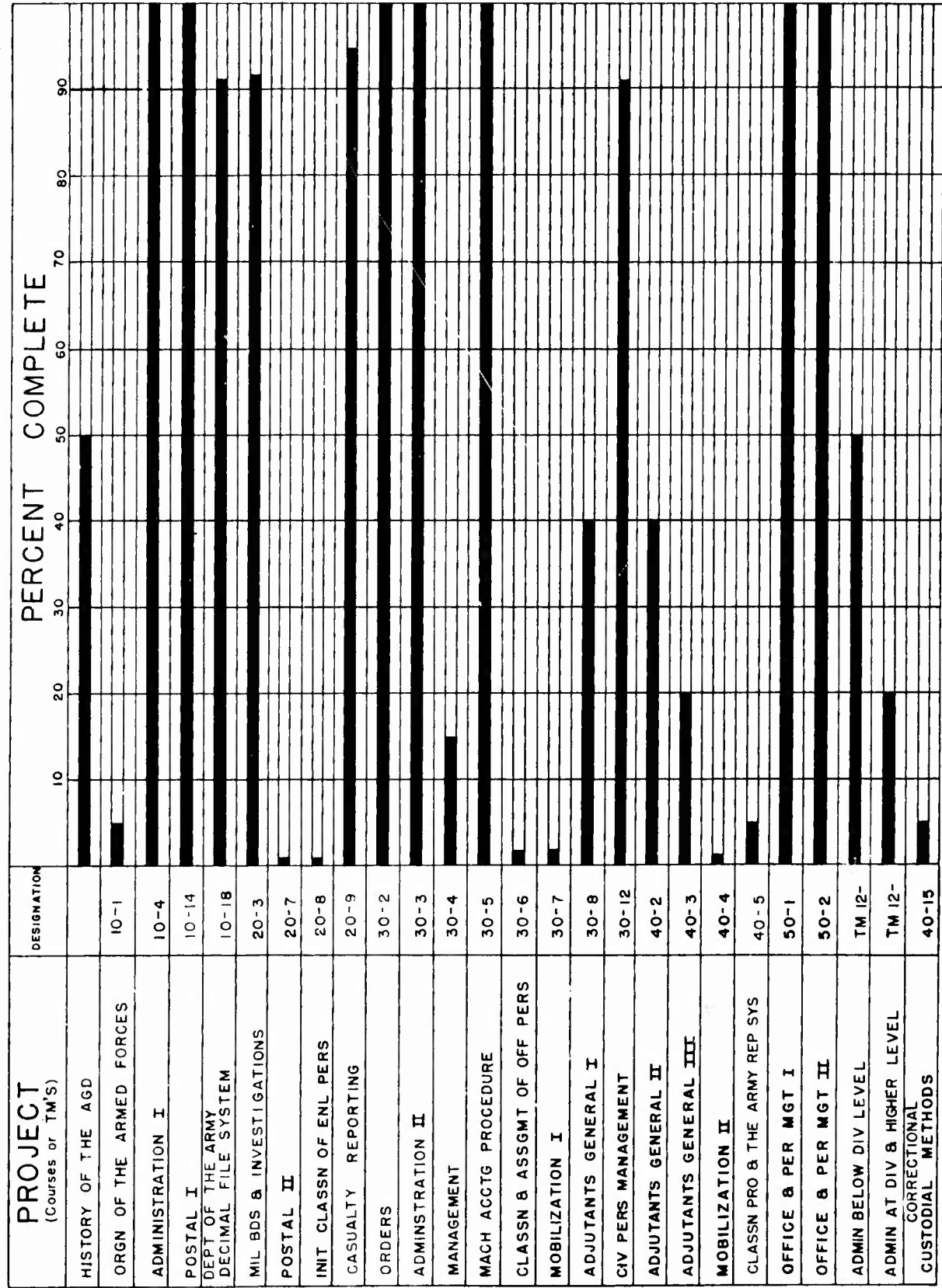


Figure 18

Status of Extension Courses and Technical Manuals Prepared or in Preparation April 1948

CHAPTER XIII
EXTENSION COURSES

I. CURRENT STATUS

1. What are the purposes of the extension courses as presently conceived?

a. The Extension Department of The Adjutant General's School officially has but one major responsibility (in accordance with AR 350-3000, Military Education, Army Extension Courses) to assist in the military education of non-resident military personnel. Included in non-resident military personnel are:

- (1) Officers and EM of the Army on active Federal Service who are not, for whatever reason, able to attend The Adjutant General's School as resident students.
- (2) Officers and EM of the Reserve and National Guard components of the Army
- (3) Officers and EM of the Air Forces and Naval Forces

b. This Division, a relatively self-contained unit of the School, reports directly to the Commandant.

2. What is the content and organization of the courses?

The traditional procedure for the conduct of instruction through the Extension Department is by correspondence courses. The number of courses offered by correspondence is large and includes courses prepared by other service schools as well as by The Adjutant General's School. Figure 18 shows the status of courses which are in preparation or have been prepared by the School.

3. What is the plan for the operation of the extension courses?

The procedure for the preparation and conduct of correspondence courses is as follows:

- a. A general topical outline of a course is prepared by personnel of the Extension Department.
- b. The outline is submitted to The Adjutant General's Office in Washington.
- c. Coordination on the development of the tentative course takes place in The Adjutant General's Office (often a very lengthy and involved process).
- d. When agreement on content is reached, the course is approved by The Adjutant General's Office, and it is forwarded to Headquarters, Army Field Forces for their approval.
- e. When final approval is received at the School, a detailed course outline then is prepared.
- f. Assignments for study in TM's and EM's (and occasionally civilian sources) are prepared.
- g. New study materials may be prepared if no reasonably adequate Army publications are available.
- h. Individual lesson assignments and topics for study are prepared.

1. Upon completion, announcement of the course is made through reserve channels and students enroll for it.

j. Lessons and necessary study materials are mailed to the student.

k. The student studies assignments, answers questions on prepared assignment sheets, and returns them to the Extension Department.

l. Answers to questions are graded in the Extension Department and recorded. The student is notified of the outcome and the next lesson is sent to him.

m. At the end of a course the student takes a final examination under supervision.

n. The final examination is graded by the Extension Department and the results are recorded.

4. How effective are the courses likely to be?

Inspection of samples of the lessons written by students and returned for correction reveals that such work as is required of a student is quite simple and requires no great amount of creative mental effort. The present lesson requirements usually include a few relatively poor true-false or multiple choice items and several simple essay questions which require only that the student repeat (in writing) some factual statement from the reading assignment. However, relatively considered, it does require a lot of time to grade and mark the lessons. It was noted that the materials utilized readily lend themselves to the formulation of objective multiple choice exercises which can be scored with very little skilled personnel time involved, with no loss of effectiveness. Furthermore, objective exercises offer a possibility of improvement from the standpoint of presenting challenging problems to the student for which he cannot turn to the text for a direct answer.

5. Who prepares the extension courses?

Up to the present time, correspondence courses have been written by officers assigned to the Extension Department expressly to do so. A great deal of reading, research, study, attendance at resident classes, and preparation of lesson plans, outlines, and instructional aids is now required from two or more officers in order to prepare a single correspondence course. The same ground is being covered by resident instructors in preparation for their classes.

6. What use is made of objective type exercises and examinations in the extension courses?

Some use is being made of objective type exercises, mainly of the true-false and multiple choice types. Examination of extension course exercises reveals that it would be possible to reconstruct the entire lesson sheet in an objective sequential problem form which could be weighted more heavily with items requiring judgment, understanding, and discrimination for their solution. To put such items in the conventional essay form would create an impossible amount of grading time.

7. Are the administrative procedures for handling extension courses adequate and efficiently managed?

The handling of correspondence work involves administrative procedures which must function smoothly in order to enroll students, mail lessons, receive completed exercises, record results, and inform the students of their progress. It requires a considerable administrative and clerical staff to keep work current. Figures 19 and 20 show the steadily increasing workload which the Extension Department has been handling in terms of number of students enrolled for courses and number of lessons graded over a period of time. If any considerable backlog of work should pile up suddenly, a major crisis would be created. Fortunately to the present time the Extension Department has been able to keep

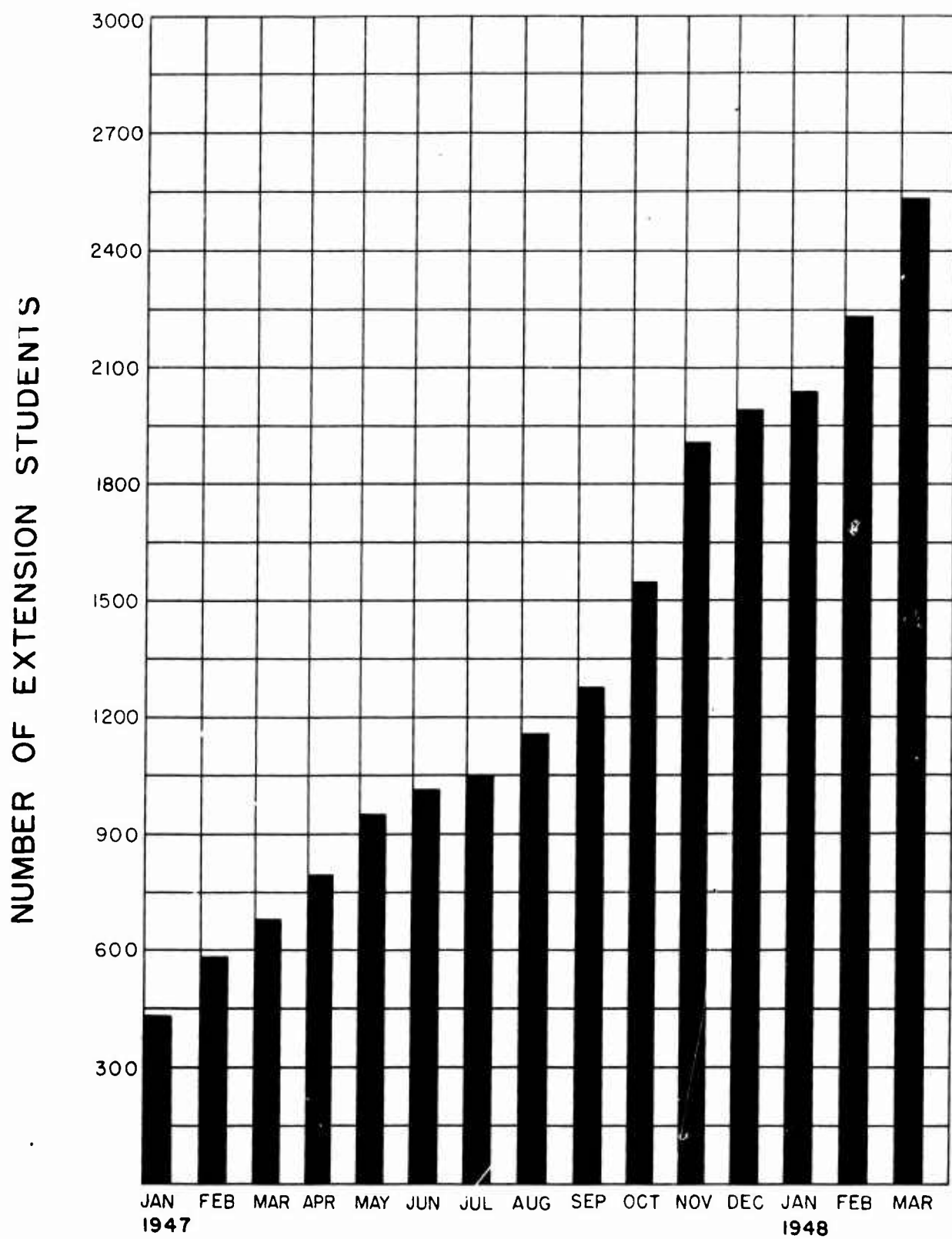


Figure 19
Increase in Enrollment in Extension Courses

reasonably current with the work. A smoothly working organization to handle the procedures involved in the distribution, receipt, collation, grading, and recording the results of correspondence courses has been evolved. Every possible device contributing to highly efficient office management has been utilized. The student's interests have not been overlooked on a single point. He is followed-up and serviced to the greatest extent possible. With more than 2500 students enrolled to take one or more courses, completed lessons are received at the rate of 800 to 900 per week. It is anticipated that in the near future enrollment will level off at around 3500 students enrolled. At that figure something like 1200 to 1300 lessons per week can be anticipated. According to current practice, all lessons are returned to students with grades, comments of the grader, and occasionally suggestions for further study. Much personal correspondence is involved in handling the work with students. In one five-week period recently, the volume of correspondence involving original letters varied from 74 a week to 218 a week, with other weeks requiring 80, 114, and 141 letters respectively. Many form letters (average at least 150 per week), memoranda, and reminders are involved in addition. Study materials, including texts, manuals, special memoranda, lesson outlines, examinations, and special hand-outs, are mailed out. According to accepted standards of performance, just to handle the administration of correspondence work, The Adjutant General's School should have approximately four officer supervisors and 22 clerical personnel, either enlisted or civilian. Actually, they are doing the job with two officer supervisors and 14 clerical personnel. With that record, any request for additional personnel made by the Extension Department should be honored as indicating an absolute need. The chances are that without additional personnel as requested, they will become backlogged seriously because they operate so close to the margin on personnel requirements as a normal condition.

II. OBSERVATIONS

1. The normal responsibility of the Extension Department is the conduct of military education for non-resident military personnel enrolled with The Adjutant General's School. Actually, the Extension Department carries on other activities not inconsistent with, but which are adjuncts to, its major responsibility. These include:

- a. The writing of technical manuals, field manuals, reports, and the like.
- b. The conduct of special studies directed by higher authority.

2. The quality of instruction and coverage of content in correspondence courses are supposed to equal the quality and scope of resident courses given at the School. At the present time, some six officers and three civilian clerks are engaged in the preparation of materials for extension courses only. Preparation of courses is lagging badly because this is an inadequate staff to handle the current requirements. The preparation of a correspondence course often proves to be a tedious job. For example, it took five months for the personnel in the Extension Department to prepare the course on Military Boards and Investigations, which includes seven lessons and an examination. The personnel involved, of course, would not work on the course consistently because other duties intervened during the course of the preparation. On the other hand, there are two instructors in the School teaching the subject. Supposedly, they must do the same studying, research and, in general, cover the same ground in preparing for a classroom presentation as did the Extension Department personnel. With additional time and proper instruction on preparing material for correspondence courses, it would seem that the resident instructors could have prepared the course on Military Boards and Investigations more expeditiously than did the Extension Department personnel. Specifically, in order to formalize their material for an extension course, resident instructors would need special instruction on the organization of materials for a correspondence course which is different than that for classroom presentation. Instruction should include:

- a. The importance of preparing more thoroughly to write an extension course. For example, much of the material obtained by the students in a classroom from the instructor on the platform must be "written into" the extension course.

b. Resident students are issued reference materials which cannot be sent to correspondence students. Such material, therefore, must be incorporated into the correspondence lesson units.

3. With the shift of the preparation of correspondence courses from Extension Department personnel to the teaching staff, the Extension Department would retain of necessity a staff of editors to prepare the extension course materials in final form for publication. However, duplication of effort now current with two groups of personnel covering the same ground in preparation could be eliminated. Additional time would have to be allowed for resident instructors to write the courses which would necessitate an increase in teaching staff for each department involved in the preparation of correspondence course materials. The overall gain, however, would be significant. Correspondence courses could be prepared more quickly and the uniformity of quality between resident and correspondence courses could be obtained more readily and satisfactorily. Teaching loads of resident instructors would be lightened correspondingly to the increased responsibility for preparing correspondence materials, but more thorough and adequate preparation for classroom work would result from such an arrangement. Freeing of personnel from the Extension Department for teaching duties should more than compensate for the lightening of teaching loads. Furthermore, having more personnel available for teaching the resident courses will reduce the number of different topics required of any one resident instructor, thereby still further lightening the total workload.

4. By adopting the procedure of having correspondence courses prepared by the regular School faculty, the development of the correspondence courses can be brought under the purview of the proposed Analysis and Review Section, insofar as the problems of evaluating effectiveness are concerned. Appropriate revisions can be made in line with the development of a more functional approach in giving the same subjects in the resident classes. To make the present extension courses more effective, several improvements which can be made are apparent:

a. The present lesson requirements (the sheet upon which the student records his answers) can be converted from questions requiring essay type answers to objective type exercises.

b. Lesson sheets can be reconstructed to present problems in objective form with sequential increase in difficulty of items requiring judgment, understanding, and discrimination for their solution.

c. Each subcourse could include at least one problem which will require some independent study and creative work on the part of the student.

5. The effect of such revisions in organization and content of correspondence courses would be an increase in respect for such courses on the part of the students enrolled. One of the very laudable and valuable results of extension training in the Army is the maintenance of rapport and interest between the Army and members of its civilian components. If correspondence courses were to offer a constructive challenge to the student, they would stimulate his interest and heighten his regard for the quality of work demanded of him. He should recognize that in order to maintain good standing and meet requirements for promotion, something constructive is being required in contrast to the shallow and superficial activities of the traditional correspondence lessons. Nothing is really gained by the individual or for the Army by continuing to offer correspondence courses involving only "busy work". No real training requirement is met and achieved. Time, effort, and money are expended without any real and lasting gains.

6. An incidental but significant gain can be achieved by converting correspondence lesson requirements into objective forms. The objective problem exercise can be provided with separate answer sheets but not for the purpose of machine scoring. Damage to answer sheets transmitted by mail probably would preclude use of an IBM scoring machine. However, the task of scoring such answer sheets can be reduced to a relatively unskilled clerical operation by use of the scoring keys similar to those employed in the machine scoring operation. The student, as now, could retain the sheet setting forth the requirements, and

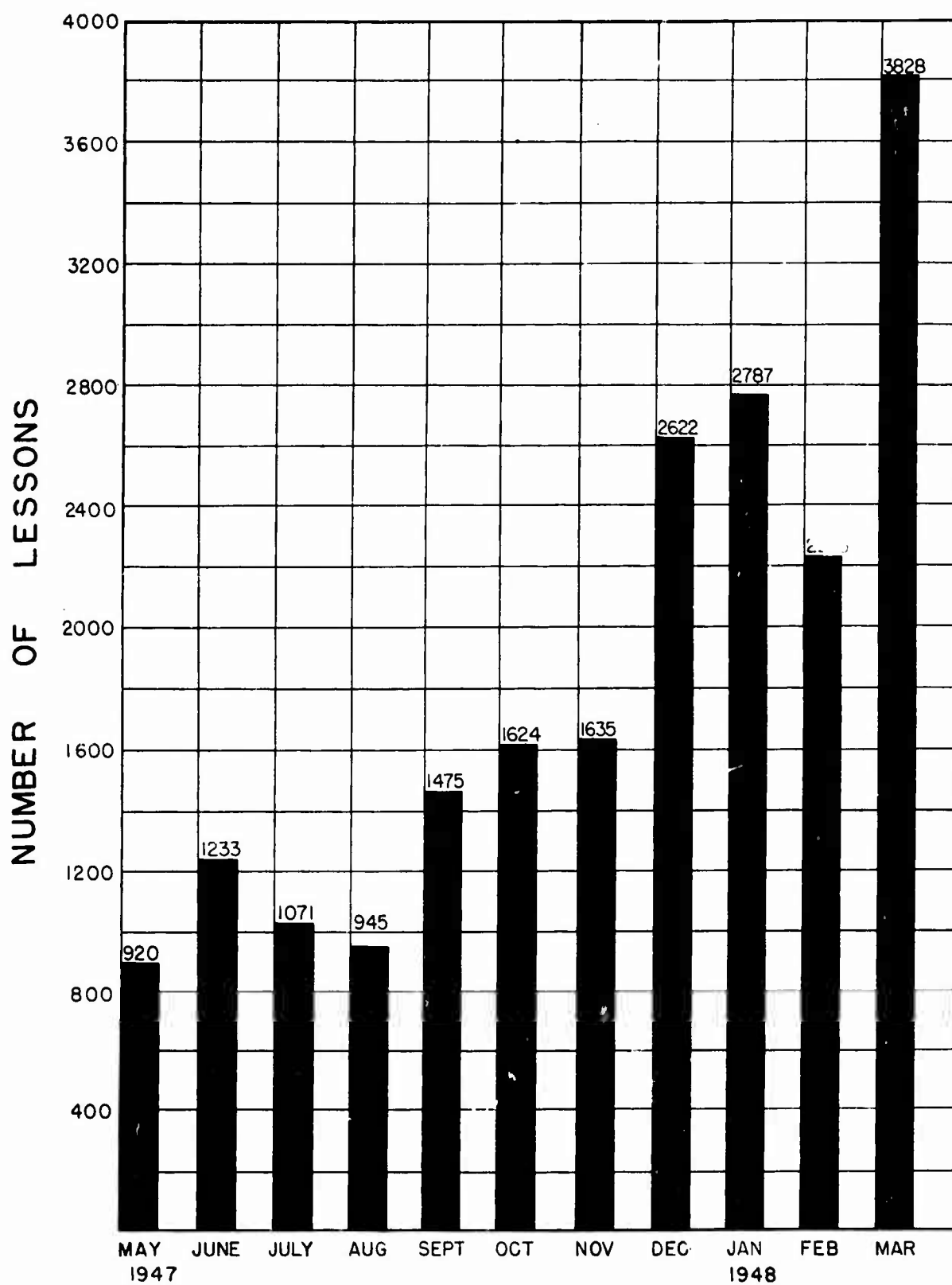


Figure 20

Lessons Graded Per Month in Extension Department

the scored answer sheet could be returned to him with errors indicated (which is also the current practice). Adopting this procedure would effect a saving in time and personnel. Furthermore, it would not tie up unduly the time of highly qualified personnel to grade written answers as is true at the present time.

7. With the establishment of an Analysis and Review Section at the School, writing and revising technical manuals, field manuals, and other Department of the Army publications and the conduct of special studies directed by higher authority should become a responsibility of that Section. Members of the Analysis and Review Section will be charged with overall supervision of training doctrine and will be in a more advantageous position to develop such materials. The staff of the Section will need to be augmented from time to time (by reserve officers possibly) to engage in the preparation of specific publications, but even so, from the administrative standpoint it would be better to have the proposed Analysis and Review Section undertake the necessary work than have it shunted off to become an added or special project of the Extension Department as it is at the present time.

III. RECOMMENDATIONS

1. That the writing and the revision of lessons, subcourses, and courses of the Extension Department at The Adjutant General's School be the responsibility and part of the duty of the instructors who teach the same units in the resident courses.

2. That wherever possible, the present lesson requirements which require preparation of essay-type answers be converted to objective-type exercises.

3. That the student, after progressing through problems of increasing difficulty, climax each correspondence subcourse with at least one problem requiring some independent study and creative work.

4. That the writing and revision of technical manuals, field manuals, and other Department of the Army publications and the conduct of special studies directed by higher authority be assigned to the proposed Analysis and Review Section.

CHAPTER XIV

WELFARE OF ENLISTED STUDENTS

I. PRESENT PROVISIONS

1. Are enlisted students adequately housed?

Enlisted students are housed in the typical two-story temporary barracks buildings. But improvements in the interiors have been accomplished by the enlisted overhead personnel and the students. The main improvement has consisted of painting, for which \$2,000 was appropriated to the enlisted personnel by The Adjutant General's School Officers' Mess. Figure 21 shows the interior of one of the enlisted barracks buildings. The students themselves police the barracks, which present a neat and clean appearance. The arrangement of the barracks, however, precludes the conduct of any study program, either individual or collective. As a consequence, such supervised study as may be prescribed in the various programs of instruction must be conducted either in the classrooms or in the Library. If individual study is required or deemed desirable in any connection, classrooms and the Library must be kept open during the evening in order to provide a suitable place for the purpose.

2. Are the messing facilities well managed and is the quality of the food served of a high order?

Messes for enlisted personnel at the School are well managed, and the quantity and quality of the food served is excellent. Figure 22 shows the "chow line" at one of the messes. Attention has been given to making the interior of the mess halls attractive by placing curtains on the windows, staining of woodwork, maintaining spotless cleanliness, and the like. Figure 23 shows the interior of one of the Company messes at which students eat. Enlisted personnel who were contacted informally expressed satisfaction with the situation and the efforts which were being made in behalf of their welfare.

3. Are enlisted students required to perform military duties in addition to attending classes?

Because of the critical shortage of overhead personnel (see Chapter IV), students perform KP duty on a roster basis. Because of such an arrangement, a student loses from one to two days' attendance at a course. Such things as fatigue details and charge of quarters are assigned to students to do after class and during the evening hours.

4. What recreational facilities are available to students?

There are two recreation buildings in the area, one of which has a snack bar. There is one small branch PX in the School area. One dance a week is held for the students and cadre, and there is one night of free movies. On weekends, organized trips are made to nearby Civil War battlefields of historic importance. The School has three buses available for transportation on these trips. There is a "homemade" improvised gymnasium. During good weather, softball, volleyball, and tennis are run on an organized basis. Most of the athletic equipment is "hand-me-downs." New equipment must be purchased out of company funds which are not sufficient to purchase the quantity needed. To stimulate and supervise recreational activities, the School has a Special Services Officer. In addition, the post recreational facilities, including a swimming pool, are available, some within a walking distance, but all served by bus.

5. Are transportation facilities adequate?

Transportation facilities, both intra-post and off the post are reasonably adequate, although not convenient.

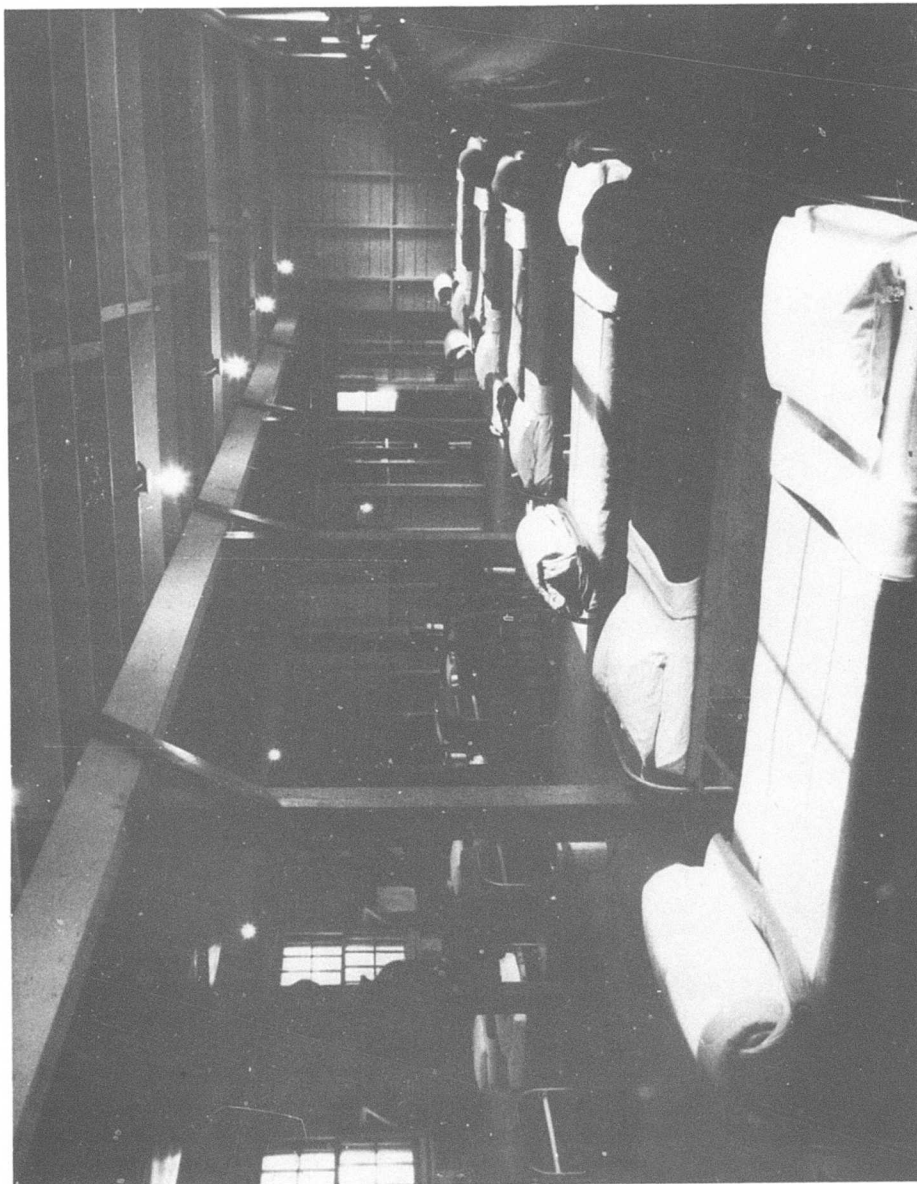


Figure 21
Enlisted Students' Barracks



Figure 22

"Chow Line"



Figure 23
Enlisted Students' Company Mess

II. OBSERVATIONS

1. Considering the limited facilities and personnel available to manage them, the School is to be commended for making every effort to make enlisted students as comfortable and as well provided for as possible under the circumstances. In general, students expressed keen appreciation for the efforts which are being made on their behalf.

2. As a matter of record, the few specific complaints received by the Survey Commission during the course of its visit should be noted:

a. The facilities of the School and of the post are spread out too much. Recreational facilities, of necessity, therefore, are not located where they can be conveniently utilized to the maximum. This is mainly because too much time must be consumed in going to and from the places where the various facilities are available.

b. Assignment to KP duty is considered undesirable by students, because it causes them to miss out on class work. In general, interest in class work is high and any interruption of it is considered to be an irritation.

c. Low grade personnel assigned as cadre to perform housekeeping duties make a bad impression upon civilians in nearby communities, especially Petersburg. Consequently, students run into unfriendly receptions when they attempt to avail themselves of the recreational possibilities in such places.

d. Barracks are apt to be cold and uncomfortable during cold weather because of inadequate heating arrangements making living conditions difficult. (See Chapter II.)

e. Class A passes are taken away from students if their academic work is unsatisfactory. This is considered a negative approach which makes educational difficulties a disciplinary offense rather than a subject for diagnostic and remedial measures of a positive sort. (See Chapter VII.)

3. Morale of students is an important educational subject. Unless the welfare of enlisted students at an Army school is considered an integral aspect of the conduct of affairs at the school, interest in the courses of study being pursued will lag. If seriously neglected, the lack of interest can turn into active antagonism. The Commission considers that the general level of morale of enlisted students at The Adjutant General's School is excellent. However, even minor irritations which are prevalent among students to any extent at all should not be overlooked. Steps should be taken to correct them either by measures to remedy the conditions which are the cause or to explain carefully and thoroughly to the students why the conditions cannot be corrected. When students thoroughly understand the reasons why certain conditions cannot be corrected they will cooperate, especially if the explanation given them is a reasonable one.

4. Although a good reception system, including an orientation program, has been established at the School, there is no student handbook. (A mimeographed bulletin of general information given to officer students attending the Correctional Custodial Methods Course approaches the idea contemplated here, of a handbook for all students.) Through a handbook, many things can be reduced to writing to guide students during their stay at the School. Such a handbook can help to prevent the occurrence of misunderstandings which might otherwise undermine student morale.

III. RECOMMENDATIONS

1. That a student handbook be published and distributed to all new students setting forth such essential things as living arrangements, need for extra duty rosters, class attendance requirements, study arrangements, explanation of faculty advisory system, recreational facilities and programs, and the like.

2. That the practice of taking away Class A pass privileges because of unsatisfactory academic work be abandoned in favor of dealing with such cases through the proposed faculty advisory system and educational guidance program.

CHAPTER IV

WELFARE OF OFFICER STUDENTS

I. PRESENT PROVISIONS

1. What quarters are available for bachelor officers?

The bachelor officers' quarters are temporary wooden barracks which have been divided into small rooms suitable for occupancy by one or two officers. Figure 24 shows a typical room.

2. What quarters are available for married officers attending the Advanced Adjutant General Officers' Course?

It is only in connection with married officers attending the Advanced Adjutant General Officers' Course that there is any problem of availability or non-availability of family quarters. This is a ten months' course, and it would be desirable to provide family quarters for married officer students if they wished them. (The other courses for officers are of three months or less duration.) Here again, the School is entirely dependent upon the post. Family quarters for student officers cannot be provided except for the occasional vacancies which become available in the normal course of events. Lack of a sufficient number of family quarters for married student officers in this course is considered an undesirable feature. It is a factor which lowers morale of married officer students who wish to have their families with them while attending the course.

3. Are messing facilities conveniently located for officer students?

No officers' mess is maintained in the School area. One building has been equipped as a coffee and snack bar and is maintained as a branch of the officers' recreational center on the post. Light lunches can be obtained there at noon. Otherwise, the officer personnel at the School must obtain meals at the main post officers' mess in the officers' recreational center or at their family quarters. The inconvenience of a long walk is greatest during the lunch period, especially for officers who do not have their own private automobiles for transportation. In this case, they are dependent upon the post transportation facilities during spells of inclement weather. In any case, it is a considerable walk to reach the officers' mess from the School area. (See Figure 3.)

II. OBSERVATIONS

1. Although living conditions for officer students undoubtedly could be improved greatly if the School were moved to the type of post which has been considered more suitable for its purposes (See Chapter II), the living conditions for them at the School compare favorably with those at other Army posts where all housing is in temporary wooden buildings.

2. The only serious problem is in connection with providing family quarters as needed for married student officers attending the ten months' Advanced Adjutant General Officers' Course.

III. RECOMMENDATION

1. That some time prior to the arrival of the officers to attend the next and subsequent Advanced Adjutant General Officers' Course an attempt be made to determine how many of the married officers will desire family quarters and that arrangements be made with the post to reserve such quarters, providing they become available in time.

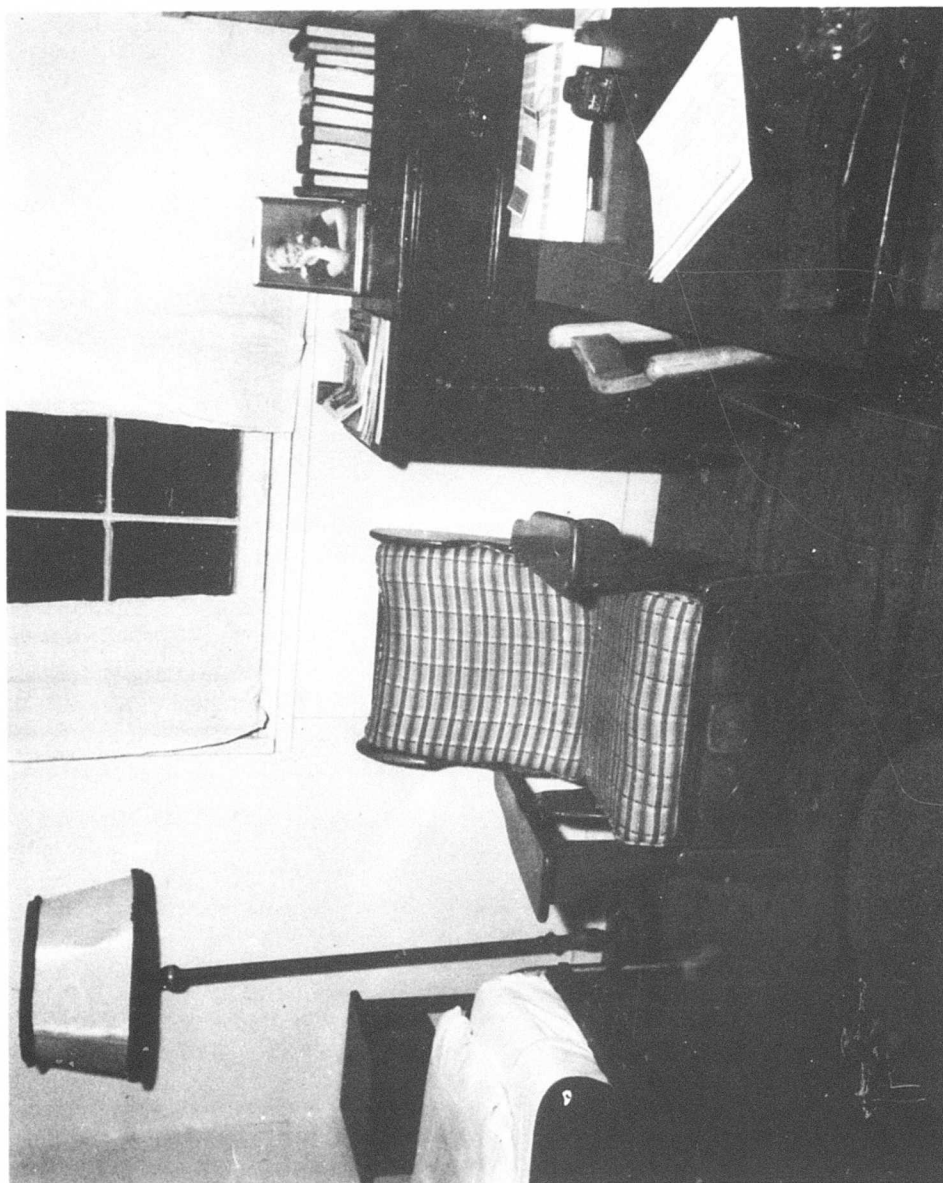


Figure 24
Room in Student Officers' Quarters

CHAPTER XVI
TRAINING DOCTRINE

I. PRESENT SITUATION

1. Is there adequate and close liaison between The Adjutant General's School and The Adjutant General's Office for obtaining quickly the information needed for the development of training doctrine?

No. The relationship has not been developed to the extent that it could be. Technically, the School reports to the AGD Branch of The Adjutant General's Office. It is the responsibility of that Branch to look after the interests of the School. To date, such action as has been taken has been administrative in nature. The AGD Branch provides liaison between the School and agencies of the Department of the Army on training matters.

2. What office in the School is responsible for determining whether training doctrine is up to date?

At the present time, department heads are responsible for determining whether training doctrine for their respective courses is up to date. It is contemplated in this report that the proposed Analysis and Review Section which is being recommended will take over this responsibility for the School as a whole. (See Chapter III.)

3. What is the relationship between the School and other Army schools, especially the Command and General Staff College?

Such inter-school relationships as exist are informal ones through friendships and personal contacts among students or staff and faculty members.

4. What facilities and opportunities, including travel, exist for instructors to undertake necessary research to prepare their subjects?

The most important aspect of this question concerns the travel of instructors. Since facilities at the School and in nearby communities are limited, there is need for travel to other places in order to obtain information which is vital in the preparation of material for instructional purposes. In the past, travel of instructors has been authorized for the purpose of collecting necessary data when there was a reasonable justification. Travel funds, of course, are limited because of budgetary considerations, but apparently instructors at the School have not availed themselves of the opportunity to travel as frequently as they could have. Either they were not aware of the opportunity to do so, or they have not felt the need to do so. Comment was received by the Commission that instructors should spend more time out in the field observing, studying, and collecting data. Such comment, however, appears to have been expressed as indicating a desirable practice which should be encouraged more than it has, rather than to indicate that travel was discouraged or impossible under present circumstances.

II. OBSERVATIONS

1. The Adjutant General's School supposedly exists as the training agency for The Adjutant General's Department. As such, there should be a close liaison between the two. At the present time, there is an inordinate lag in receiving Department of the Army publications such as technical manuals, field manuals, memoranda, special letters, circulars, revised AR's, changes to AR's, and the like. Too often do students in class discussion bring the information that directives covering certain points have been published which change the procedures, requirements, status, conditions, and the like, of situations about which the School is attempting to give instruction. Not only is such an event embarrassing to instructors, but it reflects against the School as an authority about such matters.

2. Furthermore, in too many cases is it stipulated that the correct answer is a "school solution," which implies that it is not the solution approved by higher authority and backed up by reports of appropriate inspecting officers in the field.

3. The Adjutant General's School can speak authoritatively only when it has adequate knowledge upon which to base its statements. Such knowledge can be acquired only through close liaison with the sources from which it can come with authority. It seems necessary, therefore, that the School have an effective liaison with The Adjutant General's Office. To keep the School fully and properly informed in the promptest possible way, it is necessary that an officer in The Adjutant General's Office be designated liaison officer with the School. This officer should spend at least one week out of every four at the School working with the proposed Analysis and Review Section on the development of training doctrine. While at the Adjutant General's Office, he can be servicing the School in many ways, but his main responsibility should be in connection with keeping current with all developments affecting training doctrine at the School and in supplying promptly all necessary information to the School which will be needed to modify training doctrine in line with new developments.

4. Much of the instruction at The Adjutant General's School depends upon information about subjects which are not strictly military in nature, for example, office management, personnel management, personnel psychology, and the like. To keep current with the trends in these fields, it becomes necessary from time to time for instructors to contact civilian organizations such as business offices, industrial establishments, other government agencies, and educational institutions. Adequate training doctrine consonant with current thought and practices cannot be developed otherwise. It is important, therefore, that travel of instructors to collect necessary information and to observe current practices should not only continue to be authorized but actually encouraged when there appears to be adequate justification for doing so. Real worth can be achieved from properly conceived and carefully planned field trips for instructors. Haphazard or improperly motivated trips, however, should be discouraged. The personnel working on the development of training doctrine in the proposed Analysis and Review Section should be in a position to evaluate an instructor's needs in this matter. Field trips, of course, should not be restricted to the types of civilian organizations mentioned above, because, on occasion, much value can be derived from visits to Army installations in order to observe operations, about which instruction is given at the School. Also, attendance at meetings of professional organizations where topics of interest and importance to the work of the School are discussed should be encouraged.

5. There is a need for exchange of information about training doctrine among Army schools. Of necessity, there is an overlapping of instruction among them. Except in training for very highly specialized MOS's where the duties are extremely specific in nature, the various programs of instruction are not mutually exclusive. Moreover, a certain amount of overlapping is highly desirable. There is a need, therefore, for some medium of exchange of views among schools. This need is in addition to the one previously discussed concerning the training of instructors on an Army-wide basis. (See Chapter VI.) Presumably, a central training school for instructors as proposed in this report could furnish ways and means formally for the exchange of views concerning training doctrine. Organized conferences can be held from time to time for school personnel charged with the development of training doctrine at their respective schools. A military education digest, which would be of interest to all Army schools could be published for circulation among those schools and other interested agencies. At present, except for occasional informal and all too infrequent personal contacts, each Army school operates within its own restricted sphere. The scope of viewpoints could be broadened to the mutual advantage of all schools in the interest of promoting a closer integration of their efforts.

III. RECOMMENDATIONS

1. That a liaison officer for The Adjutant General's School be designated in The Adjutant General's Office. His full-time duty assignment should include the following provisions:

a. That this liaison officer devote his efforts primarily in assisting the School in developing training doctrine, and

b. That he spend at least one week out of every four working at the School.

2. That, whenever necessary, instructors at the School be encouraged to make field trips to obtain information which will assist them materially in the preparation of instructional materials.

3. That if the proposed central training school for Army instructors is established, it be charged with the responsibility for providing ways and means for the exchange of information among various Army schools, especially concerning the integration of training doctrine.

CHAPTER XVII

IMPLEMENTATION OF RECOMMENDATIONS

I. RESPONSIBILITY OF THE SCHOOL

1. The Adjutant General's School can carry out certain of the recommendations made in this report on its own authority, under the provisions of AR 350-110, Military Education, General and Special Service Schools, General Provisions, and AR 350-1800, Adjutant General's School. (See Appendixes B and C.) Those recommendations which have been made throughout this report which the School can carry out on its own initiative are grouped below. (See Section III.) The capability for carrying out each separate recommendation may depend upon such things as:

a. Authorization for sufficient personnel to effect such changes as may require additional personnel.

b. Sufficient funds in the budget to cover extra expenses which may be involved.

c. Availability of personnel properly qualified to assume responsibility for developing new phases of the educational program.

2. It is apparent that the School will need active assistance from The Adjutant General's Office in order to carry out many of the recommendations for which they have the authority, but for which at present they do not have the means. The Survey Commission desires to point out firmly but respectfully that the educational program at the School offers a challenge to The Adjutant General's Office. Through the type of training afforded at the School, The Adjutant General's Department can become a recognized leader in good educational practice within the Army. Up to the time that the present administrative staff assumed control, The Adjutant General's School unfortunately had been administered and supervised by individuals who were untrained in educational administration. They were well meaning but lacked the proper qualifications usually considered necessary for school officials. Consequently, they were inclined to overemphasize the military aspects of the School at the expense of educational matters. The present administration has recognized the need to develop a sound educational approach. Because of this insight, they requested that this Survey be accomplished. The Adjutant General's Office is indeed fortunate that personnel of a high degree of capability and interest in the program of the School are in charge at the present time. Nothing which has been said of a critical nature in this report should reflect upon them. In this connection, the Survey Commission wishes to emphasize that the conduct of the educational program of the School as it exists was inherited by the present staff. They are to be highly commended for assuming the initiative in requesting an impartial and objective survey and a report which would furnish a basis for the development of a sound and effective educational program. The administrative staff gave wholehearted cooperation throughout the conduct of this survey. The Survey Commission, as a consequence, was able to examine thoroughly every situation affecting the School's educational program.

3. It appears that, up to the present time, The Adjutant General's Office has been concerned primarily with various administrative matters affecting the School in carrying out its training mission. Vital administration considerations have not always kept current with changing conditions. For example, AR 350-1800, Adjutant General's School, was published 31 December 1941 and has never been revised or changed, although many of its provisions have not been applicable for some time past. (See Appendix B.) Furthermore, personnel charged with administering and supervising the School have been handicapped by a lack of expert understanding of the conduct of educational programs. It is most important that key staff personnel who are responsible for the School's affairs, both at the School and in The Adjutant General's Office, be individuals who are familiar with the handling of educational problems, or who will undertake to familiarize themselves with expert opinion concerning such problems, and as a consequence, will realize that the training mission of the School is

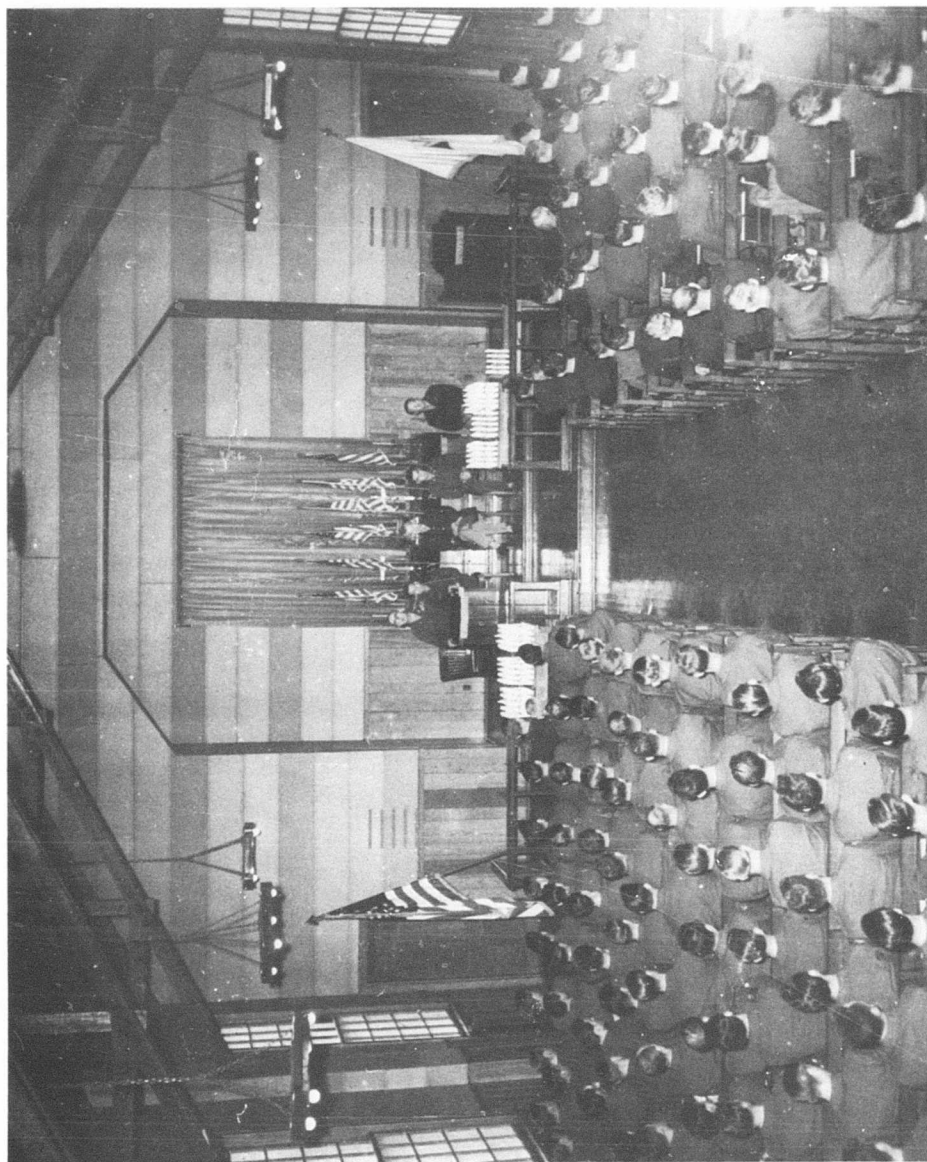


Figure 25
Graduation Exercises

paramount. Support for sound educational policies on the part of responsible administrative personnel is essential if operating personnel of the staff and faculty of the School are to develop and carry through plans for increasing the School's effectiveness in accomplishing its training mission along the lines indicated in this report. An affirmative educational approach, therefore, on the part of The Adjutant General's Office is indicated. The School needs vigorous and determined support to attain its objectives. It will need active assistance in many ways to implement the recommendations set forth in this report. The Adjutant General's Office itself does not have the authority to implement many of them. It can, however, initiate action in regard to those recommendations which require for fulfillment favorable action on the part of other agencies in the Department of the Army. It can press firmly for favorable action in regard to them. In any case, the Survey Commission recognizes that its recommendations can be carried out only over a considerable period of time. They have been set forth as goals toward which progress can be made. Some of them can be achieved quickly and readily; some may not be consummated except over a period perhaps of several years.

II. RESPONSIBILITY OF THE ADJUTANT GENERAL'S OFFICE

1. Those recommendations which depend upon final action being taken in The Adjutant General's Office or upon initiation of action looking toward eventual final determination are listed separately below. (See Section IV.) The Survey Commission has included these recommendations in this report on the assumption that The Adjutant General's Office will be interested in doing everything possible to strengthen the work of its training agency. It is responsible ultimately for the work of the personnel of The Adjutant General's Department who staff and operate the various field activities under its jurisdiction. The quality and efficiency with which the various functions are performed either reflects credit or discredit upon The Adjutant General's Office. Presumably, therefore, that Office will be desirous of rendering full support to the work of the School in the interest of enabling it to provide ever better training to personnel of The Adjutant General's Department. It is the considered opinion of the Survey Commission that at the present time the various training programs at the School are conducted in such a manner that something less than the desired ends are achieved. Personnel graduating from the School cannot be considered as well trained as they might be for the performance of their prospective duties. It is true, of course, that even with the most perfect training programs, if ever they conceivably could be achieved, a considerable amount of on-the-job training would be required subsequent to school training in order that personnel may achieve a requisite degree of proficiency. Effective training, however, is supposed to reduce appreciably the amount of time which must be devoted to on-the-job training.

2. It is with recommendations which look toward improving the training situation at the School that the Survey Commission has been concerned. Thorough analysis has revealed that it is necessary to make recommendations which are above and beyond the authority of the School to carry out. Unless the School is to continue to be just another training agency to perpetuate stereotyped training principles in a mechanical way, without due regard to the ends to be achieved, it must have assistance from The Adjutant General's Office. That Office must assist the School actively in seeking ways and means to provide such conditions as are necessary in order to enable the School to become a truly effective training agency for developing skilled personnel for The Adjutant General's Department. The rendering of such assistance requires an understanding of the needs of the School. The Survey Commission, therefore, has attempted to set forth the needs of the School with full explanation of why they exist. It is hoped that The Adjutant General's Office will accept the recommendations made and will initiate action which will result in their achievement at the earliest practicable date.

III. RECOMMENDATIONS WHICH CAN BE CARRIED OUT BY THE ADJUTANT GENERAL'S SCHOOL

1. Organization and Administration (Chapter III)

a. That the position of Course Director be eliminated and responsibility for administering the separate courses be placed with the department heads providing the major portion of the subject-matter included in the courses.

b. That two new departments be created, namely, a Recruiting Methods Department and a Clerical Training Department, to relieve the Administration Department of responsibility in these matters and to provide departments of primary interest for training courses corresponding to them.

c. That an Analysis and Review Section be established directly under the Director of Training (Assistant Commandant) to act as his staff with the primary function to furnish analyses of all phases of the educational program and to guide its further development.

2. Personnel (Chapter IV)

a. That a plan be developed to augment the staff of the proposed Analysis and Review Section during the summer months by utilizing reserve officers who are specialists in education and psychology.

3. Selection of Faculty (Chapter V)

a. That as rapidly as possible the staff of enlisted instructors be increased to the point where enlisted courses are taught almost exclusively by them, provided that they are as well qualified to teach as are the available officer instructors.

4. Training of Instructors (Chapter VI)

a. That the Instructor Guidance Program at The Adjutant General's School be made a part of the work of an Analysis and Review Section.

b. That the Instructor Guidance Program at the School be strengthened by increasing the variety of activities in which instructors will be engaged in the interest of improving their teaching and by relating the Program to the observed needs of the instructor specifically.

c. That an objective rating method for the purpose of obtaining student evaluation of the instructional program be devised and employed.

d. That the Commandant of the School request the Commandant of the Command and General Staff College, Fort Leavenworth, Kansas, for permission to detail the officer-in-charge of instructor guidance, and an assistant if possible, to audit the instructor guidance course to be given there during the summer of 1948.

5. Student Selection and Guidance (Chapter VII)

a. That an investigation be made at the School of the qualifications of students entering the various courses through the development and administration of inventory tests. These will permit the obtaining of data upon which to base determinations looking toward the securing of groups of students with relatively homogeneous backgrounds of knowledge and experience for the various courses.

b. That the faculty advisory system be strengthened and a student guidance service, staffed with personnel qualified to render diagnostic and remedial services in the area of educational counseling, be established. This would include not only assistance with personal problems of a non-clinical nature, but the determination and correction of deficiencies in reading, arithmetic, study skills, knowledge of military information, and the like.

6. Programs of Instruction (Chapter VIII)

a. That the various programs of instruction given at the School be reorganized on a functional basis. A clear-cut statement of the training mission for each course will serve as the basis for organizing the curriculum, selecting appropriate instructional methods, and evaluating student progress by examinations.

7. Instructional Methods (Chapter IX)

a. That the number of conference and lecture hours be reviewed in relation to their content with the object of substituting, wherever possible, more active learning situations, such as demonstrations, field trips, laboratory exercises, committee work, and supervised individual study.

(1) Lectures should be virtually eliminated, except for certain special purposes which should be specified clearly.

b. That much of the content now presented be reduced to mimeographed and printed form and students be made responsible for learning it outside of class time.

c. That as the various programs of instruction are reorganized on a more functional basis, a greater variety of instructional methods be employed and instructors be given special training in their use in order that they may be employed effectively.

d. That instructional methods be better integrated so that units of work taught by different instructors fit a whole pattern of instruction. By doing this the elements of a job will be learned in a more realistic manner in relation to the job as a whole.

e. That the number of lecture or conference hours and other methods involving passive learning by the students be reduced to a minimum, not to exceed five hours a day.

f. That in reorganizing the programs of instruction on a functional basis, the 50-minute class period be adopted in order to furnish a flexible unit of time for presenting units of instruction.

8. Materials of Instruction (Chapter X)

a. That a professionally trained civilian be employed to take charge of the planning, development, and use of instructional aids.

b. That adequate physical facilities be provided to house properly the Training Aids Section.

c. That the scope of activities of the Training Aids Section be expanded to include such things as photographic laboratory, sound recording and reproducing, carpentry facilities, reproduction facilities, and the like.

d. That provision be made to train instructors more thoroughly in the use of training aids.

e. That additional personnel be added to the Training Aids Section to enable it to render adequate services to the instructional staff with minimum delay.

f. That the School plan its needs for additional training films and request their production with appropriate justifications in the order of their importance.

g. That duplicate catalogues of available training aids be established in the School Library and that appropriate subjects be extracted to establish separate catalogues in each Department.

9. Library (Chapter XI)

a. That the provisions of AR 350-110 concerning a school library be implemented with the

(1) Employment of a trained civilian librarian on a permanent basis.

(2) The appointment of a library committee to supervise and to plan the use

of the Library.

b. That the School Library be developed along the lines of becoming an integral part of the educational program as well as a recreational reading center.

10. The Evaluation Program (Chapter XII)

a. That the purposes and methods of the evaluation program at the School be re-examined with the view that examinations are to measure the accomplishment of the mission of a course, rather than measure the immediate rote mastery of information. The evaluation program should subsequently be reorganized as an integral part of a more functional educational program in the various courses of instruction.

b. That a civilian personnel technician who is a specialist in tests and measurements be employed as a member of the Analysis and Review Section.

c. That test preparation be placed in the hands of departmental committees subject to review by the Analysis and Review Section.

d. That a greater variety of objective test forms be utilized consonant with the purposes to be served by the evaluation program at the School.

e. That in place of the present grading system a standard score system for interpreting test results be employed.

f. That a test item file be organized and kept current on the basis of statistical item analyses.

g. That more significance be attached to the provisions in AR 600-185 for rendering Academic Reports for officer students by developing methods for observing special aptitudes of importance.

11. Extension Courses (Chapter XIII)

a. That the writing and the revision of lessons, sub-courses, and courses of the Extension Department at The Adjutant General's School be the responsibility and part of the duty of the instructors who teach the same units in the resident courses.

b. That wherever possible, the present lesson requirements which require preparation of essay-type answers be converted to objective-type exercises.

c. That the student, after progressing through problems of increasing difficulty, climax each correspondence sub-course with at least one problem requiring some independent study and creative work.

d. That the writing and revision of technical manuals, field manuals, and other Department of the Army publications and the conduct of special studies directed by higher authority be assigned to the proposed Analysis and Review Section.

12. Welfare of Enlisted Students (Chapter XIV)

a. That a student handbook be published and distributed to all new students setting forth such essential things as living arrangements, need for extra duty rosters, class attendance requirements, study arrangements, explanation of faculty advisory system, recreational facilities and programs, and the like.

b. That the practice of taking away Class A pass privileges because of unsatisfactory academic work be abandoned in favor of dealing with such cases through the proposed faculty advisory system and educational guidance program.

13. Welfare of Officer Students (Chapter XV)

a. That some time prior to the arrival of the officers to attend the next and subsequent Advanced Adjutant General Officers' Course an attempt be made to determine how many of the married officers will desire family quarters and that arrangements be made with the post to reserve such quarters, providing they become available in time.

14. Training Doctrine (Chapter XVI)

a. That, whenever necessary, instructors at the School be encouraged to make field trips to obtain information which will assist them materially in the preparation of instructional materials.

IV. RECOMMENDATIONS UPON WHICH ACTION MUST BE INITIATED BY THE ADJUTANT GENERAL'S OFFICE

1. Location and Physical Facilities (Chapter II)

a. That an Adjutant General's Training Center be established on a post where there are permanent type buildings which can be converted to suitable facilities for the conduct of a school.

b. That the post selected should be near a metropolitan center, where large industrial and business concerns are located and where a university with work of recognized standing in the fields of personnel psychology, personnel management, and business administration is established.

(1) The post also should provide as much opportunity as possible for the observation of and supervised practice in office and personnel management procedures which are typical of the Army situations for which students are being trained.

2. Personnel (Chapter IV)

a. That the personnel ceiling of The Adjutant General's School be increased to provide the necessary personnel to maintain all of its various activities at a high level of efficiency with especial reference to eliminating the use of student personnel on extra duty rosters when it interferes with their attendance at classes.

b. That additional positions be authorized to provide technically trained personnel needed to improve the educational program of the School.

(1) These positions include a psycho-educational adviser and a personnel technician (tests and measurements) for the proposed Analysis and Review Section; key civilian instructors; a professional librarian; and an instructional aids supervisor.

c. That a more practical and realistic yardstick be determined for estimating the needs for instructional personnel at the School and that requests for additional instructional personnel to meet emergency situations be evaluated in terms of the justifications submitted, even if the request exceeds the established personnel ceiling.

3. Selection of Faculty (Chapter V)

a. That a research program be undertaken by the Department of the Army on the subject of selection, assignment, and promotion of officer and enlisted instructors at Army schools to determine specifically:

(1) Desirable qualifications for effective and successful instructors.

(2) Instruments which can be employed in selecting potentially successful instructors.

(3) The place of instructors in the career management program of the Army.

(4) Necessary modifications in personnel policy and management to insure that that Army schools are provided with the best possible instructors.

(5) Proper allocation of grades to Army schools to insure that desirable instructors of a high calibre are assured of promotional possibilities.

b. That a few key civilian instructors in the Civil Service Grades of P-4 through P-6 be appointed to teach non-military subject-matter provided:

(1) That the civilian instructors should have, or be able to obtain, the necessary military background so that their teaching can be functionally related to military situations.

4. Training of Instructors (Chapter VI)

a. That research be undertaken by the Department of the Army to determine the extent of the need for and the feasibility of establishing a central training school for Army instructors. The research should include:

(1) An investigation of the variety of educational methods and techniques which are employed to accomplish specific training missions at various training centers and schools in order to determine whether there are commonly employed ones. If this were found to be the case, it would be desirable and economical to establish a central training school or schools for potential instructors.

(2) An analysis of existing training methods to determine whether they are the most effective ones in relation to the training objectives of the programs of instruction in which they are employed.

(3) A determination of the amount of improvement which a central training school for instructors would make by raising the general level and effectiveness of Army instruction.

b. That the Department of the Army investigate the problem of assigning instructors to The Adjutant General's School and, if possible, adopt a policy of assigning instructors to the School in groups not more than four times a year.

5. Student Selection and Guidance (Chapter VII)

a. That representation be made to the Department of the Army of the urgent need for research in order to establish more precisely qualifications for selection of personnel to attend the various courses at The Adjutant General's School and for determination of an orderly system of attendance for those personnel whose Army careers will be furthered by doing so.

6. Programs of Instruction (Chapter VIII)

a. That The Adjutant General's School be furnished detailed job analyses, showing training requirements for each MOS, staff and administrative position for which personnel are trained in the various programs of instruction given at the School. Such job analyses should be based upon field research.

7. Training Doctrine (Chapter XVI)

a. That a liaison officer for The Adjutant General's School be designated in The Adjutant General's Office. His full-time duty assignment should include the following provisions:

(1) That this liaison officer devote his efforts primarily in assisting the School in developing training doctrine, and

(2) That he spend at least one week out of every four working at the School.

b. That if the proposed central training school for Army instructors is established, it be charged with the responsibility for providing ways and means for the exchange of information among various Army schools, especially concerning the integration of training doctrine.

V. FINAL RECOMMENDATION

1. That a follow-up survey of The Adjutant General's School be initiated and conducted by The Adjutant General's Office sometime between 1 July and 1 December 1949 to determine what progress will have been made in implementing the recommendations set forth in this report and in what ways the recommendations should be modified in the light of the conditions which will exist at the time of the follow-up survey.

CHAPTER XVIII

CONCLUSIONS*

1. As a result of the survey of the educational program at The Adjutant General's School and a review of similar surveys at The Command and General Staff College** and The Quartermaster School,*** there appears to be a number of considerations affecting the operation of an Army-wide school program. Many problems which appear recurrently among Army schools are apparently not local ones in the sense that they are peculiar to or caused by the school itself. Such problems include:

a. The need to state clearly the mission of each program of instruction as a basis for curriculum planning and development.

b. The development of a functional curriculum in relation to the training mission of each course.

c. The qualifications and the selection of students to insure a reasonably homogeneous group for each course.

d. The selection of instructors according to qualifications for and an interest in teaching.

e. The training of instructors to become effective teachers in relation to carrying out the objectives of Army education.

f. The development of evaluation programs which measure, through properly conceived and carefully developed examinations, the progress of students in accomplishing the training mission of a course and which at the conclusion of a course indicate a student's degree of achievement for entering upon duties for which he has been given training.

g. The methods for grading and reporting the final standing of students in order to furnish a valid and reliable indication of a student's true worth as a result of training.

h. The development of programs of educational guidance to provide ways and means for diagnosing and providing remedial work for overcoming correctible handicaps among students whose training otherwise would be retarded or stopped.

i. The development of instructional methods (including training aids) which are consonant with carrying out the functional training mission of a course and which, accordingly, create situations promoting more effective learning.

j. The place and function of common subjects in various courses as given at different Army schools, with special regard to their necessity--whether they should be given separately from subjects which fulfill the primary training mission of a course, whether some selection of common subjects should be allowed to meet different training needs at various schools, and the like.

* The subject of this chapter will be made the basis for a separate recommendation making a specific proposal for the organization of an appropriate research unit to deal with the problems discussed.

** The Department of the Army, The Adjutant General's Office, Personnel Research Section: Survey of the Educational Program, The Command and Staff College, Fort Leavenworth, Kansas, Report and Recommendations on Program No. PR-4097, February, 1947.

*** The Department of the Army, The Adjutant General's Office, Personnel Research Section: Survey of the Educational Program, The Quartermaster School, Camp Lee, Virginia, Report and Recommendations on Program No. PR-4102, May, 1947.

2. These problems appear to exist because there is no systematic attempt to guide the development of the Army's educational program. Individual schools either operate on the assumption that current practices are satisfactory or become aware through one source or another that there are more effective educational practices than those currently employed. Surveys of individual Army schools can continue to reveal within each school the existence of these basic educational problems and can recommend not only the changes which should be made but the procedures for carrying them out. But, with the completion of a survey, it is still left to the individual school to carry out the recommendations with such assistance as it may garner from its parent arm or service. Considerable learning on the part of responsible administrative and supervisory officials is involved. They must be indoctrinated through the medium of written reports, conferences with the educational experts making the survey, and considerable study of technical educational and psychological literature, if the full import of a report such as the present one is to be realized. It would be far more effective if the Department of the Army provided ways and means for making available psychological and educational specialists whose responsibilities involved rendering the necessary assistance and service to all schools to enable them to deal effectively with the common basic educational problems. Conceivably, with a means for providing integration of Army educational programs, the services of such technically competent personnel may be required at each Army school, but the number would be much less with the assistance of some central staff of experts.

3. The method of conducting surveys of individual Army schools has much merit. Surveys are needed to reveal what the individual problems, as well as the common problems, are as a basis for developing sound educational practices for Army purposes. However, to carry them out on an individual school basis is inefficient and results in much duplication of time and effort. Although, eventually the purpose of providing more adequate educational programs at all Army schools could be accomplished by individual surveys, it would be far better to provide for all schools collectively through the Department of the Army.

4. To date, such integration of Army educational programs as exists has been through administrative procedures aimed primarily at insuring uniformity of course schedules, hours of instruction, lesson plans, presentation of subject matter, and, in short, is concerned with all matters which can be characterized generally as dealing with the mechanics of training. They are amply illustrated in such publications as TM 21-250, Army Instruction, and FM 21-5, Military Training. Such efforts fall far short of the goals conceived as being necessary to achieve a truly effective educational program for all Army schools.

5. It should be realized that the Department of the Army is engaged in an educational program of tremendous scope and significance. Training is important for bringing personnel up to a desired level of proficiency for performance of particular duties. Furthermore, speed in training is important. Fortunately on the basis of modern educational practices, speed and efficiency can be combined to produce results which are extremely effective. Most, if not all, training in Army schools is for specific jobs or well-defined duties. The requirements for these jobs are studied scientifically in the field. Personnel for training are selected on the basis of classification instruments because they possess the requisite abilities for success. Army education should supply the necessary skills and knowledges required for successful performance. Psychology has given education the necessary understanding for the development of educational practices which accomplish training efficiently and effectively. Army schools can be provided coordination and integration in their individual attempts to achieve educational programs based upon the best available psycho-educational advice. If they are left to their individual devices, as at present, improvement will be of necessity slow and in many instances impossible because of administrative considerations which block progress toward desirable goals. There is needed, therefore, some means whereby consideration can be given to educational problems on an Army-wide basis with corollary consideration being given for modifying administrative procedures to make acceptance of more effective educational practices possible.

6. It must be concluded, therefore, that there is need for coordination and integration on educational problems among Army schools. In effecting coordination and integration, there is a need for professional personnel properly trained and qualified to deal with the many educational problems whose solutions grow out of an understanding of modern personnel and educational psychology and its consequent effects upon educational methods. Only such personnel, provided they also are familiar with the Army, are thoroughly equipped to develop a philosophy of education for the Army. With personnel possessing the necessary backgrounds, the Army would bring technical competence to bear upon the basic educational problems which are involved in curriculum development and organization.

APPENDIX A

PROFESSIONAL QUALIFICATIONS
OF MEMBERS OF THE
SURVEY COMMISSION

WILTON P. CHASE

A.B. Syracuse University; M.A. Dartmouth College; Ph.D. University of Minnesota

PRESENT POSITIONS:

Department of the Army, AGO: Chief, Technical Information and Liaison Unit,
Personnel Research Section, Personnel Research and
Procedures Branch

The George Washington University: Lecturer in Psychology

PREVIOUS POSITIONS:

Veterans Administration: Chief, Personnel Training Division, Advisement and Guidance
Service for Vocational Rehabilitation and Education, 1946-47

Army of the United States, Captain, AGD: Separation Classification and Counseling
Officer, Headquarters, Second Service
Command, 1945-46; Director of Instruction,
The Adjutant General's Separation Classi-
fication School, 1944-45; Personnel
Consultant, 1942-44

The Woman's College of The University of North Carolina: Assistant Professor of
Psychology, 1937-42

University of Alabama: Instructor in Psychology, 1935-37

University of Minnesota: Research Assistant, (Employment Stabilization Research
Institute, and Institute for Child Welfare) 1932-35

Dartmouth College: Instructor in Psychology, 1930-32

PROFESSIONAL ACTIVITIES:

Fellow, American Psychological Association. Contributor to technical symposia and
psychological journals on the subjects of learning; measurement of attitudes; development of
color vision; and, psychology and social science.

DONALD E. BAIER

B.S., Ph.D., Princeton University

PRESENT POSITIONS:

Department of the Army, AGO: Chief, Personnel Research Section, Personnel Research and Procedures Branch

Graduate School, United States Department of Agriculture: Instructor in Psychology

PREVIOUS POSITIONS:

War Department, AGO: Assistant Chief, Personnel Research Section, Personnel Research and Procedures Branch, 1946-47

Army of the United States, Lieutenant Colonel, AGD: Officer-in-Charge, and Assistant Chief, 1944-46, and Personnel Procedures Officer, 1942-44, Personnel Research Section, AGO; Classification and Assignment Officer, and Personnel Consultant, 1941-42

New Jersey State Mental Hygiene Clinic: Psychologist, 1937-41

New Jersey State Hospital: Resident Psychologist, 1936-37

New Jersey Department of Institutions and Agencies: Interne in Clinical Psychology, 1935-36

PROFESSIONAL ACTIVITIES:

Fellow, American Psychological Association; Member, Psychometric Society; Member, American Association for the Advancement of Science. Contributor to technical journals on the subject of personnel.

MITCHELL DRESE

B.S., M.A., Ph.D., Columbia University

PRESENT POSITIONS:

The George Washington University: Professor of Educational Psychology; Director of Veterans' Education; and Dean of the Summer Session

Department of the Army, OSA: Technical Expert on Personnel Research

American Council on Education: Consultant on Veterans' Education

United States Office of Education: Consultant on Tests and Measurements

National Education Association: Consultant on Higher Education

PREVIOUS POSITIONS:

Army of the United States, Major, AC: Officer-in-charge, Separation Procedures Section, Military Personnel Division, AC-AS1, 1945; Chief Separation Branch, Personnel Distribution Command, AAF, 1945; Personnel Audit Team, AGO, 1944; Officer-in-Charge, ASTP Unit, Personnel Research Section, AGO, 1943-44; Assistant A-1, First Troop Carrier Command, AAF, 1942-43

The George Washington University: Professor of Educational Psychology, 1939-45
Dean of Summer Session, 1938-45
Executive Officer, Department of Psychology, 1933-38
Associate Professor of Educational Psychology, 1933-39
Assistant Professor of Educational Psychology, 1931-33

President's Committee on Wartime Requirements for Specialized Personnel: Chairman, Subcommittee on Organization and Planning, 1941-42

National Resources Planning Board: Consultant on Personnel, 1941-42

Grinnell College: Director of Personnel 1931-33

PROFESSIONAL ACTIVITIES:

Fellow, American Psychological Association; Secretary, Division on Counseling and Guidance; Member, Civil Service Assembly; Member, American Educational Research Association; Member, National Vocational Guidance Association. Author of articles in various publications on the subjects of counseling and guidance.

EDWIN R. HENRY

B.S. Kansas State Teachers College; M.A., Ph.D., Ohio State University

PRESENT POSITIONS:

Richardson, Bellows, Henry & Company, Inc.,
Industrial Personnel Consultants: A Director and Personnel Research
Consultant

Department of the Army, OSA: Technical Expert on Personnel Research

PREVIOUS POSITIONS:

War Department, AGO: Chief, Personnel Research Section, Personnel Research and
Procedures Branch 1946-47; Chief, Military Personnel Subsection,
1945-46; Chief, Technical Classification Unit, 1943-45; Chief,
Field Studies Subsection, 1943

New York University: Assistant Professor of Psychology (Graduate School) 1943-47;
Administrative Chairman, Department of Psychology, 1939-43;
Assistant Professor of Psychology (University College and
College of Engineering), 1935-39; Instructor in Psychology,
1931-35

The Psychological Corporation: Associate, 1937-43

New Jersey Civil Service Commission: Special Examiner, 1935-43

The Ohio State University: Research Assistant (Bureau of Educational Research),
Instructor in Psychology, and University Scholar in
Psychology, 1928-31

PROFESSIONAL ACTIVITIES:

Fellow, American Psychological Association; Fellow, American Association for the
Advancement of Science; Member, American College Personnel Association; Member, Division of
Consulting Psychologists; Member, Psychometric Society; Member, American Management
Association. Contributor to technical journals on the subjects of psychological tests
and statistical analysis. Joint author (with Douglas Fryer) of "Psychotechnology and
Psychological Practice", Farrar and Rinehart, 1947.

JACOB S. ORLEANS

B.S. The City College of New York; M.A., Ph.D. Columbia University

PRESENT POSITIONS:

Command and General Staff College: Psycho-Educational Adviser to the Commandant

The City College of New York: Professor of Education
(on leave)

PREVIOUS POSITIONS:

The City College of New York: Associate Professor of Education, 1937-47;
Assistant Professor of Education, 1935-37

War Department, AGO: Expert Consultant in Personnel Research, 1943-47

World Book Company: Director, Research and Test Service, 1928-35

New York State Department of Education: Research Associate in Educational Measurements,
1924-28

Columbia University: Research Assistant (Institute of Educational Research, Teachers
College), 1921-22, 1923-24

New York City High Schools: Teacher of Mathematics, 1920-21, 1922-23

PROFESSIONAL ACTIVITIES:

Fellow, American Association for Advancement of Science; Member, American Educational Research Association; Member of the Executive Committee, National Council on Measurements Used in Education (vice-president, 1941); Member, Educational Research Association of New York State; Member, American Education Fellowship; Associate, American Psychological Association; Member, Author's League of America. Member of the editorial boards for Review of Educational Research, 1941; Consumer Educational Journal; Yearbook, Commercial Education Association of New York City, 1938-39. Test Editor, Houghton Mifflin Company, 1947 to date. Contributor to Encyclopedia of Modern Education; American Council on Education book on Educational Measurements; Mental Measurements Yearbook; and Dictionary of Education. Author of various articles, bulletins and monographs on educational measurements and instructional methods. Author of various standardized achievement tests. Contributor to technical, educational, and psychological journals on the subject of measurement in education. Author of "Measurement in Education," Ronald Press, 1937.

APPENDIX B

AR 250-1800, MILITARY EDUCATION,
ADJUTANT GENERAL'S SCHOOL

ARMY REGULATIONS }
No. 850-1800

WAR DEPARTMENT,
WASHINGTON, December 31, 1941.

MILITARY EDUCATION

ADJUTANT GENERAL'S SCHOOL

	Paragraphs
SECTION I. General provisions.....	1- 4
II. Instruction.....	5-10
III. Students.....	11-12

SECTION I

GENERAL PROVISIONS

	Paragraph
Authorization and designation.....	1
Objectives.....	2
Organisation.....	3
Instructions.....	4

1. **Authorization and designation.**—There will be at such place as may be prescribed by the War Department a school which will be known as the Adjutant General's School.

2. **Objectives.**—The objectives of the Adjutant General's School are—

a. To instruct and train Army personnel in approved doctrines, administrative methods, and operative procedures in all phases of the duties and responsibilities of the Adjutant General's Department as prescribed in law and regulations.

b. To facilitate the exchange of views of experienced administrative personnel relative to practical problems of the Adjutant General's Department.

c. To serve as an experimental agency of The Adjutant General in the study, development, and standardization of general administrative methods and operative procedures of the Adjutant General's Department, particularly of the following:

(1) Personnel procurement, classification, reclassification, and personnel management.

(2) General business administrative procedures within the responsibility of administrative personnel.

(3) Methods and systems of record keeping, for historical as well as current operative uses, pertaining to individuals and units, with the attendant assembly, collation, storage, preservation, and documentation of such records.

(4) The development of administrative supplies and special equipment for administrative offices.

d. To assist in the preparation of instructional manuals and pamphlets covering all phases of administration.

e. To assist in the preparation of instructional material for the Army Extension Courses of the Adjutant General's Department.

f. To disseminate as directed by The Adjutant General information pertaining to instruction and training used and developed at the Adjutant General's School.

AR 350-1800

3-12

MILITARY EDUCATION

3. **Organization.**—The interior organization of the Adjutant General's School and the duties of the various subdivisions thereof will be as prescribed by the commandant, subject to approval by The Adjutant General.

4. **Instructions.**—Instructions regarding the selection of students, the subjects to be included in the various courses, and other details not covered in these regulations will be published from time to time by the War Department.

SECTION II

INSTRUCTION

	Paragraph
Courses.....	5
Administrative courses.....	6
Classification courses.....	7
Machine records courses.....	8
Special courses.....	9
Length of courses.....	10

5. **Courses.**—Courses will be established and maintained at the Adjutant General's School as follows:

- a. Administrative courses.
- b. Classification courses.
- c. Machine records courses.
- d. Special courses.

6. **Administrative courses.**—The purpose of the administrative course is to afford selected students a general review of administrative and operative procedures, to secure a basic uniformity in these matters, and to familiarize them with the most recent developments in Army administration.

7. **Classification courses.**—The purpose of the classification course is to train selected students in the technical procedures of classification and their practical application to the needs of the service.

8. **Machine records courses.**—The purpose of the machine records course is to train selected students in machine accounting methods used in Army administration, and to instruct and train them in the maintenance and operation of all types of machines used in this system.

9. **Special courses.**—Such special courses as may be recommended by the commandant and approved by the Adjutant General will be held from time to time.

10. **Length of courses.**—The length of the courses will be prescribed by the Adjutant General.

SECTION III

STUDENTS

	Paragraph
Allocation.....	11
Selection.....	12

11. **Allocation.**—The number of students to attend each session of the Adjutant General's School will be allotted by the War Department from time to time.

12. **Selection.**—a. *Officers.*

- (1) Student officers selected for detail to the Adjutant General's School may be officers of any of the arms or services, and of all components.
- (2) At the time of selection, officers selected for detail as students should be: adjutants general, assistant adjutants general, adjutants or

THE ADJUTANT GENERAL'S SCHOOL

assistant adjutants, assistants to Assistant Chiefs of Staff G-1, on classification duty, on duty with machine records units, or those whose detail to one or more of such duties, upon completion of the course of instruction, is contemplated by the commander making the selection.

- (3) Officers selected for detail as student officers will, at the time of selection, possess the following minimum qualifications:

- (a) Have the educational qualifications or equivalents prescribed by AR 140-22 for appointment in the Adjutant General's Department Reserve.
- (b) Must have a general efficiency rating of "very satisfactory" or better.
- (c) Must have demonstrated special aptitude for administrative work.
- (d) Must have had at least 6 months' experience in military or civilian administrative, classification, personnel management, or machine records work, the nature of which will be of material value to the student in assimilating and mastering the technique of military administration.

b. *Warrant officers.*—Warrant officers assigned to duty in offices of adjutants general of air forces, armies, corps, corps areas, divisions, or in headquarters of comparable size and importance may be selected as students at the Adjutant General's School, provided they possess the minimum qualifications as prescribed for officer students in a(3) above.

c. *Enlisted men.*—Enlisted men may be selected as students at the Adjutant General's School provided—

- (1) That the enlisted man so selected has at least 6 months to serve in his current enlistment, or any legally required extension thereof.
- (2) That he shall have a rating on the Army General Classification Test of 100 or above.
- (3) That he has demonstrated by actual duty in an administrative office for a period of at least 6 months a special aptitude for administrative work, either in general administration, personnel administration, classification, in the operation of machine records units, or has had corresponding experience in civil life.
- (4) That he has a general efficiency rating of "excellent" or better.
- (5) That his character is "excellent."

[A. G. 352 (11-19-41).]

BY ORDER OF THE SECRETARY OF WAR:

G. C. MARSHALL,
Chief of Staff.

OFFICIAL:

E. S. ADAMS,
Major General,
The Adjutant General.

APPENDIX C

AR 350-110 MILITARY EDUCATION
GENERAL AND SPECIAL SERVICE SCHOOLS, GENERAL
PROVISIONS

MILITARY EDUCATION

GENERAL AND SPECIAL SERVICE SCHOOLS,
GENERAL PROVISIONSCHANGES
No. 5WAR DEPARTMENT
WASHINGTON 25, D. C., 22 April 1946

AR 350-110, 1 September 1942, is changed as follows:

2. Personnel.—a. Composition.

- (1) (As changed by C 4, 28 May 43) The personnel of each school except those special service schools under the jurisdiction of the Commanding General, Army Air Forces, will consist of a commandant, his personal aides if any, a staff, including an assistant commandant, such students as may be detailed to pursue a course of instruction thereat, and such school detachment and school troops as may be authorized.
- (2) (As changed by C 4, 28 May 43) The personnel of those special service schools under the jurisdiction of the Commanding General, Army Air Forces, will consist of a commandant or commanding officer, his personal aides if any, a staff, including an assistant commandant or a director of training, such students as may be detailed to pursue a course of instruction thereat, and such school detachment and school troops as may be authorized.

[AG 352 (5 May 43)]

3. Commandant.—a. General provisions.—(As changed by C 4, 28 May 43) In each school, except those special service schools under the jurisdiction of the Commanding General, Army Air Forces (par. 2a(2)), there will be a commandant who will be an officer especially selected for and assigned to this duty by the agency charged in paragraph 1 with the direct supervision and control of the school concerned. (See also par. 8.) In the case of the general service schools, he will be a general officer.

d. (As changed by C 1, 3 Dec 42) At general service schools and at the special service schools of the arms, in the absence of the commandant, the senior line officer on permanent duty, as a member of the staff and faculty of the school, will act as commandant. At the special service schools of the services, in the absence of the commandant, the senior officer on permanent duty at the school (students excepted), either line or of the service to which the school pertains, will act as commandant.

[AG 352 (19 Nov 42) (5 May 43)]

5. Assistant commandant.—The assistant commandant in each school, except those special service schools under the jurisdiction of the Commanding General, Army Air Forces, will be an officer specially selected and detailed by the War Department agency charged in paragraph 1 with direct supervision and control of the school concerned. Under direction of the commandant, he will have charge of instruction and administration concerning instruction in the school or group of schools; will publish orders of the commandant pertaining thereto; will have general charge of the preparation and publication of text and reference

*These changes supersede C 1, 3 December 1942; C 3, 2 April 1943; and C 4, 28 May 1943.

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MILITARY EDUCATION

books and mailing list matter; and will also exercise general supervision over the preparation and administration of Army extension courses. In the absence of all directors, the senior instructor will act as assistant commandant.

[AG 352 (22 Apr 46)]

8. (As changed by C 4, 28 May 43) Commandant, commanding officer, assistant commandant, and director of training.—a. Selection, assignment, and detail of the commandant or commanding officer and the assistant commandant or director of training of special service schools under the jurisdiction of the Commanding General, Army Air Forces, will be made by the Commanding General, Army Air Forces, or by such officer or officers as he may designate.

b. The supervision, control, and duties of the commanding officer and the director of training of special service schools under the jurisdiction of the Commanding General, Army Air Forces, are those prescribed herein for a commandant and an assistant commandant, respectively.

[AG 352 (5 May 43)]

16. Students.—a. Selection, detail, relief, report, etc.

(3) Enlisted student unfitted to continue course.—(As changed by C 3, 2 Apr 43) When an enlisted student is deemed unfitted for any reason to continue a course of instruction, the commandant will, except when otherwise prescribed—

(a) If attending the school on detached service from his unit, order him by authority of the Secretary of War to rejoin his proper organization and report the facts direct to his commanding officer, or,

(b) If attending the school from a replacement training center "unassigned," transfer him in accordance with current instructions issued by the assignment authority (Army Air Forces, Army Ground Forces, or The Adjutant General) having control of the school concerned.

[AG 352 (23 Mar 43)]

BY ORDER OF THE SECRETARY OF WAR:

OFFICIAL:

EDWARD F. WITSELL
Major General
The Adjutant General

DWIGHT D. EISENHOWER
Chief of Staff

DISTRIBUTION:

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ARMY REGULATIONS
No. 350-110

WAR DEPARTMENT,
WASHINGTON, September 1, 1942.

MILITARY EDUCATION

GENERAL AND SPECIAL SERVICE SCHOOLS, GENERAL PROVISIONS

	Paragraph
Supervision and control; organization and administration.....	1
Personnel.....	2
Commandant.....	3
Staff.....	4
Assistant commandant.....	5
Executive officer.....	6
Secretary.....	7
Commanding officer and director of training.....	8
Assistant secretary.....	9
Directors.....	10
Instructors.....	11
Faculty board.....	12
School detachment.....	13
School troops.....	14
School library.....	15
Students.....	16

1. Supervision and control; organization and administration.—a. All general and special service schools are subject to supervision and coordination by the War Department.

b. Direct supervision and control of the Army War College are vested in the Secretary of War.

c. Direct supervision and control of the Command and General Staff School are vested in the Commanding General, Services of Supply; curriculum and doctrine under supervision of G-3, War Department General Staff.

d. Direct supervision and control of schools, including officer candidate schools, for the Army Air Forces are vested in the Commanding General, Army Air Forces.

e. Direct supervision and control of all schools for the Army Ground Forces are vested in the Commanding General, Army Ground Forces.

f. Direct supervision and control of all schools, including officer candidate schools, for the supply services are vested in the Commanding General, Services of Supply.

g. General and special service schools will be organized and administered in conformity with these regulations, with such other regulations for such school or group of schools as may be promulgated by the War Department, and with such special instructions as may be issued from time to time by the War Department.

*This pamphlet supersedes AR 350-110, October 6, 1936, including C 1, October 10, 1939; section II, Circular No. 30, paragraph 1, section III, Circular No. 50, and section IV, Circular No. 134, War Department, 1940; section I, Circular No. 233, and section IV, Circular No. 248, War Department, 1941; and section II, Circular No. 124, War Department, 1942.

2. Personnel.—a. Composition.

(1) The personnel of each school except those special service schools under the jurisdiction of the Commanding General, Army Air Forces Technical Training Command, will consist of a commandant, his personal aides if any, a staff, including an assistant commandant, such students as may be detailed to pursue a course of instruction thereat, and such school detachment and school troops as may be authorized.

(2) The personnel of those special service schools under the jurisdiction of the Commanding General, Army Air Forces Technical Training Command, will consist of a commanding officer, his personal aides if any, a staff, including a director of training, such students as may be detailed to pursue a course of instruction thereat, and such school detachment and school troops as may be authorized.

b. Application for and assignment.—The commandant or commanding officer will make application for the detail or assignment of such suitable officers, warrant officers, enlisted men, and other personnel as may be necessary, and will assign to specific duties those detailed or assigned to duty at the school.

c. Exemptions from duties.—The personnel will, in general, be exempt from all duties which would interfere with the performance of their functions in connection with the school.

3. Commandant.—a. General provisions.—In each school, except those special service schools under the jurisdiction of the Commanding General, Army Air Forces Technical Training Command (par. 2a(2)), there will be a commandant who will be an officer especially selected for and assigned to this duty by the agency charged in paragraph 1 with the direct supervision and control of the school concerned. (See also par. 8.) In the case of the general service schools, he will be a general officer.

b. General school duties.—The commandant will have charge of the general administration of the school or schools, will be responsible for all matters of instruction therein, and will see that all programs of instruction are properly coordinated. He will make requisition for such equipment and supplies of all kinds as may be needed, and will order the expenditure of authorized quantities for carrying out the purpose of the school or schools. He will prepare estimates of funds which may be needed, forwarding the same to the agency charged in paragraph 1 with the direct supervision and control of the school. Appropriations for the support of the school or schools will be disbursed on vouchers approved by him.

c. Programs and reports.

(1) *Programs.*—The commandant will submit all programs or changes in programs to the agency charged in paragraph 1 with the direct supervision and control of the school.

(2) *Reports.*

(a) *Academic.*—The commandant will submit to the agency charged with direct supervision and control of the school such reports on the operations of the school as may be directed. Such suggestions and recommendations as the commandant may deem desirable for the interest of the school will be included.

(b) *Financial.*—Commandants of general and special service schools will submit to The Adjutant General reports of disbursement from National Guard Bureau funds under each allotment

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issued to them, upon completion of the service or the furnishing of supplies covered by such allotment.

d. At general service schools and at the special service schools of the arms, in the absence of the commandant, the senior line officer on permanent duty at the station (students excepted) will act as commandant. At the special service schools of the services, in the absence of the commandant, the senior officer on permanent duty at the school (students excepted), either line or of the service to which the school pertains, will act as commandant.

4. Staff.—The staff will consist of all officers, other than the commandant or commanding officer, and students on duty with each school or group of schools in connection with the administration thereof and instruction thereat.

5. Assistant commandant.—The assistant commandant will be an officer specially selected and detailed by the War Department agency charged in paragraph 1 with direct supervision and control of the school concerned. Under direction of the commandant, he will have charge of instruction and administration concerning instruction in the school or group of schools; will publish the orders of the commandant pertaining thereto; will have general charge of the preparation and publication of text and reference books and of mailing list matter; and will also exercise general supervision over the preparation of Army extension courses. In the absence of the assistant commandant, the senior director or, in the absence of all directors, the senior instructor will act as assistant commandant.

6. Executive officer.—The executive officer, if there is one, will, under the direction of the commandant or commanding officer, conduct the details of administration of the school (except those pertaining to instruction) and the school troops; he will publish the commandant's or commanding officer's orders pertaining thereto. If there is no secretary, he will perform the duties of the latter prescribed in paragraph 7.

7. Secretary.—The secretary, if there is one, will, under the direction of the commandant or commanding officer, conduct the correspondence of the school, will be custodian of the records thereof, and will perform such other duties as may be assigned by competent authority. He may act as agent officer in the disbursement of school funds. At the general service schools he will also have charge of the library, of the various school detachments and clerical forces, of the school funds, and departments necessary in the conduct and development of the school proper. If there is no assistant secretary, he will perform the duties of the latter prescribed in paragraph 9.

8. Commanding officer and director of training.—a. Selection, assignment, and detail of the commanding officer and director of training of special service schools under the jurisdiction of the Commanding General, Army Air Forces Technical Training Command, will be made by the district commander, Army Air Forces Technical Training Command, within whose district the technical school is located.

b. The supervision, control, and duties of the commanding officer and the director of training of special service schools under the jurisdiction of the Commanding General, Army Air Forces Technical Training Command, are those prescribed herein for a commandant and an assistant commandant, respectively.

9. Assistant secretary.—At the general service schools, the assistant secretary, if there is one, will have immediate charge of the maps and records pertaining to the instructors' files, and of the personnel connected therewith.

Under the supervision of the assistant commandant and directors of each school, he will prepare the various rosters and schedules affecting the work of instructors and members of the different classes, will cause to be prepared for publication and distribution all material dealing with instruction, and will act as secretary in the absence of the latter.

10. Directors.—*a.* When there are at the same place two or more schools, or at any school wherein divisions are established, a director for each school or division will be assigned by the commandant or commanding officer, from the officers of the staff, and such director will, under the supervision of the assistant commandant or director of training have charge of instruction in the school or division of which he is director.

b. When a school is organized into departments, divisions, or similar units, each such department, division, or unit will be under a director, who will be charged with the immediate supervision of the preparation of courses therefor, and of instruction, examinations, grades, and records of all subjects taught therein.

11. Instructors.—Instructors will assist in the preparation of courses and will have immediate charge of and will conduct the instruction to which assigned. When practicable, instructors will be senior in rank to student officers, but, whether senior or junior, instructors in the execution of their duties will be accorded the respect due to their position.

12. Faculty board.—*a. General.*—At each general and special service school there will be a faculty board.

b. Composition.—The faculty board will be composed of the following:

(1) At each general service school—

- (a) The commandant.
- (b) The assistant commandant.
- (c) The directors.
- (d) The secretary, as recorder.

(2) At each special service school—

- (a) The commandant or commanding officer.
- (b) The assistant commandant or director of training.
- (c) The secretary and such directors, senior instructors, and others as may be designated by the agency charged in paragraph 1 with direct supervision and control of the school concerned.

c. Functions.

(1) To act upon such matters relative to the school as may be referred to it by the commandant or commanding officer. In all matters considered under this subparagraph, the board will act in an advisory capacity only, and final decision in matters considered will rest with the commandant or commanding officer, whose responsibility will not be affected by any recommendation of the board.

(2) To determine all matters relative to standing, rating, or classification, proficiency, or deficiency of all students. The majority action of the board on such matters will be final, subject only to review by the agency charged in paragraph 1 with the direct supervision and control of the school.

d. Quorum.—A majority of those members of the faculty board who are entitled to vote will constitute a quorum for the transaction of business.

e. Voting.—Each member of the board will have one vote, except the secretary, who will not have a vote. In case of a tie vote, the decision will rest with the side upon which the commandant voted.

f. Deliberations and decisions confidential.—The deliberations and decisions of the faculty board will be confidential until duly published by, or by authority of, the commandant or higher authority.

13. *School detachment.*—The school detachment will consist of such officers, warrant officers, enlisted men, civilians, and other persons as may be authorized by the agency charged in paragraph 1 with the direct supervision and control of the school. Its members will assist in the administration and maintenance of the school and in the instruction thereat; will perform the necessary labor thereat; and will exercise such other duties as may be assigned to them by proper authority.

14. *School troops.*—The school troops will consist of such regular organizations as may be assigned for duty in connection with the school. They will perform such training, demonstrations, guard, fatigue, and administrative duties as may be assigned to them by the commandant.

15. *School library.*—*a. Separate from other libraries.*—When a general or special service school or group of schools has a library, such library will be maintained separately and apart from any other library.

b. Librarian.—There will be a librarian who will have charge of the library, who will be immediately responsible for the efficiency of its administration, and who will be responsible for the books and other property therein.

c. Library committee.—There will be a library committee, which, subject to the approval of the commandant, will be charged with general supervision of the library and its affairs, with the preparation of regulations for the administration and interior economy of the library, and with the selection of books, periodicals, and other publications and supplies to be obtained therefor.

d. Loss of, or damage to, books, etc.—In case of loss or damage through neglect to any book, periodical, map, or other property belonging to the school, the person responsible for such loss or damage will make the same good by replacement or by payment of the actual cost of the article, or payment of the actual cost of repairs.

e. Annual report.—The librarian will annually render to the commandant a report of the books and other property in the library.

16. *Students.*—*a. Selection, detail, relief, reports, etc.*

- (1) Students, commissioned and enlisted, to attend each school will be selected, detailed to, and relieved therefrom in accordance with instructions published from time to time by the agency charged in paragraph 1 with the direct supervision and control of the school.
- (2) When students are detailed to general or special service schools from foreign countries, task forces, defense commands, or theaters of operation, the numbers of such students will be reported by the War Department to the agency charged in paragraph 1 with the direct supervision and control of the school concerned. Students from task forces, defense commands, or theaters detailed to a school will be assigned, upon such detail, either to the Army Ground Forces, the Army Air Forces, or the Services of Supply, depending on which force or service is charged with the direct supervision and control of the school. Prior to their relief from the

school they will be reported to the War Department for reassignment or return to their original station.

- (3) *Enlisted students unfitted to continue course.*—If at any time any student enlisted man will be deemed unfitted for any reason to continue the course, the commandant will, except as otherwise prescribed, and except when the enlisted man's station is without the continental limits of the United States, immediately order him by authority of the Secretary of War to rejoin his proper station and will report the facts directly to his commanding officer and, through military channels, to The Adjutant General. No reports are required for personnel of the Army Air Forces.

When the station of the enlisted man is outside the continental limits of the United States, the commandant will report the facts, through military channels, to The Adjutant General.

b. *Periodic report on work of students.*—Each student will be informed from time to time as to whether his work is satisfactory or unsatisfactory. In the latter case, he will be suitably and privately advised by the commandant, or commanding officer, or an appropriate director. If at any time any student officer or warrant officer will be deemed unfitted for any reason to continue the course, the commandant or commanding officer will either—

- (1) Order the officer or warrant officer before a reclassification board in accordance with AR 605-230; or
- (2) Relieve such officer or warrant officer from further duty at the school and order him by authority of the Secretary of War to return to his proper station, and will report all the facts in the case direct to the student's commanding officer, and through military channels to The Adjutant General.

c. *Certificates of proficiency, diplomas.*—To each student who satisfactorily completes a course in any school and is declared proficient will be issued a certificate of proficiency or diploma covering all subjects completed by him during such course.

d. *List of graduates.*—A list of those graduates who are commissioned officers in the Regular Army will be prepared under supervision of the commandant or commanding officer, independent of any other list or report of graduates, and forwarded to The Adjutant General as data for the Army Register, and will be marked "Army Register data" and bear the signature of the commandant or commanding officer.

[A. G. 352 (4-25-42).]

BY ORDER OF THE SECRETARY OF WAR:

G. C. MARSHALL,
Chief of Staff.

OFFICIAL:
J. A. ULIO,
Major General,
The Adjutant General.

APPENDIX D

SAMPLE LESSON PLAN

HEADQUARTERS
8908 TSU, AG SCHOOL
CAMP LEE, VIRGINIA

ADMINISTRATION DEPARTMENT
(Department)

COURSE: OFFICERS' REGULAR ADVANCED COURSE
SUBJECT: MILITARY LAW
LESSON TITLE: RELATIONSHIP OF MILITARY JUSTICE TO FUNCTIONS OF COMMAND
LESSON NUMBER: 1 OF 11 (65 Minutes)

LESSON OBJECTIVE

To acquaint the student with the Army's system of military justice in its relation to problems of command, i.e., discipline and morale.

TRAINING AIDS

None

REFERENCES

TM 27-255, chapters 1 and 2.

HANDOUTS

Practical Problems

STUDY ASSIGNMENT

TM 27-255, chapters 1 and 2.

APPROVED:

/s/ Joseph C. Boyer, Lt. Col., AGD
JOSEPH C. BOYER, Lt. Col., AGD
(Course Director)

9 Jul 47
(Date)

/s/ L. L. Boyd, Lt. Col., AGD
L. L. BOYD, Lt. Col., AGD
(Department Director)

10 July 47
(Date)

/s/ Stanley F. Levin
(Principal Instructor)

3 July 1947

I. PRESENTATION

A. INTRODUCTION (Lecture 2 minutes)

1. Explain the purpose and objective of the period.

B. EXPLANATION AND DEMONSTRATION (Conference 33 minutes)

1. Military Justice.

- a. Military Justice is the system for enforcing discipline and administering criminal law in the Army. Military personnel, like civilians, are subject to rules governing conduct. However, military personnel are amenable to both the civilian codes of criminal law and also the military's rules of criminal law.

- (1) The basic rules governing conduct of the military and the agencies of punishment for violators are found in the Articles of War.

- (a) The Articles of War are statutes enacted by Congress in the exercise of the power which the Constitution gives it "to make rules for the government of the land and naval forces."

- (b) Explain the history of the Articles of War from the days of William of Orange down to the adoption of the first American Articles on June 30, 1775, and the basic changes thereto as of the present date.

- (c) Explain the three general groups into which the Articles of War are divided -

1 First - AW 92 - AW 93 - AW 94

2 Second - Offenses strictly military in nature

3 Third - AW 95 applicable to commissioned officers and cadets at West Point only; and AW 96 applicable to all persons subject to military law.

- (d) Explain that the rest of the Articles deal with the procedure by which the punitive articles are enforced, and with certain miscellaneous provisions such as courts of inquiry, separation from the service, etc.

- (2) Explain how the President of the U.S. authorized by the Congress prescribes the procedure to be followed before military tribunals and the manner of proof and rules of evidence, and also the maximum punishment for most offenses.

- (a) These regulations are found in the Manual for Courts-Martial and are supplemented by Executive Orders of the President from time to time.

- (3) Explain how the Army Regulations provide that certain Articles of War are to be carefully read and explained at definite times to all soldiers.

- (a) This is done in order to impress upon the soldier the obligations of service that did not rest upon him when he was a civilian, and also in order to inform him of the rights and privileges the Articles confer upon him.

- 1 Explain that the fact the Articles of War may never have been read to a soldier does not excuse him if he commits an offense, but can be regarded by the court as an extenuating circumstance (MCM, par. 126a).
 2. Explain the wisdom of utilizing board proceedings for inapt and undesirable soldiers before taking recourse to courts-martial.
 - a. AR 615-368
 - b. AR 615-369
 3. Explain how proper use should be made of AR 615-5 to reduce inefficient non-commissioned officers in order to develop and maintain a high degree of efficiency and morale in an organization.
 4. Explain the use of nonpunitive correctional measures by commanding officers to remedy deficiencies in discipline (MCM, par. 105).
 5. Advise the students that the use and mechanics of AW 104 will be explained in another period of instruction.
 - II. APPLICATION (Practical problems to be completed during the study period.)
 - III. EXAMINATION (Conducted during the conference by questioning students.)
 - IV. DISCUSSION (5 minutes)
 1. Summarize by having students briefly discuss the main points of the subject matter.
 2. Study period (25 minutes)
 - a. To be used for supervised study and to complete the practical problems distributed to the class.

APPENDIX E

SAMPLE CLASS SCHEDULE

LEGEND-PERIODS

1 - 0800 0905
 2 - 0915 1020
 3 - 1030 1145
 4 - 1310 1415
 5 - 1425 1530
 6 - 1540 1645

HEADQUARTERS, 8908 TSU, AG SCHOOL
 Office of the Assistant Commandant
 Camp Lee, Virginia

OFFICERS' RECRUITING INSTRUCTOR'S COURSE

CLASS NO. 27 COMPANY "A"

CLASSROOM BLDG # 1228
 (Unless otherwise shown)

SIXTH WEEK

1 Dec - 5 Dec 1947

LEGEND-TYPE OF INSTRUCTION

L - Lecture
 C - Conference
 D - Demonstration
 E - Examination
 TF - Training Film
 PE - Practical Exercise

Date Period	Subject	Type of Instrn	Instructors	Study References and Remarks
<u>Mon 1 Dec</u>				
1,2	Selling 57,58/62 (Career Guidance)	C	Capt Lynch	WD Cir 118/47
3	Orgn of the Army 8/9 (Orgn of the Armed Forces)	C	Major Taylor	WD Bul 11/47
4,5	Public Information 18,19/20 (Radio 3,4/4)	PE,D	Capt Long	Place - Bldg #1247
6	Physical Exercise 16/24	PE	Company Commander	Place - Company Area
<u>Tues 2 Dec</u>				
1,2	Selling 59,60/62 (Career Guidance)	C	Capt Lynch	WD Cir 118/47
3	Selling 61/62 (Speech work)	PE	Capt Long	As previously announced Place - Bldg #1247
4	Service Benefits 13/14 (Vet Benefits)	C	Capt Levin	Sec VIII, WD Cir 168/46; Sec XIV, IV, WD Pamphlet 21-5.
5	Public Speaking 11/12	PE	Capt Long	As previously announced
6	Troop Information 6/8	C	Capt Morgan	Place - Bldg #1247
<u>Wed 3 Dec</u>				
1	Selling 62/62 (Review)	C	Capt Morgan	As previously announced
2	Public Speaking 12/12	PE	Capt Long	As previously announced Place - Bldg #1247
3	Orgn of the Army 9/9 (Unification)	C	Major Taylor	
4	Service Benefits 14/14 (Vet Benefits)	C	Capt Levin	Sec II, WD Cir 34/47; VA Pam 4-2/46
5	Public Information 20/20 (Propaganda)	C	Lt Col Roderick	
6	Physical Exercise 17/24	PE	Company Commander	Place - Company Area
<u>Thurs 4 Dec</u>				
1,2	Enlisted Record 3,4/4	C	CWO Wasson	WD Cir 58/46; 31/47; 141/47; AR 615-30; Par 1,2,5; AR 600-600
3	Technique of Instruction 1/23 (*TF 7-295)	C,TF	Lt Luke	TM 21-250 Place - Bldg #418
4	Technique of Instruction 2/23	C	Capt Morgan	TM 21-250
5	Technique of Instruction 3/23 (Factors of Learning)	C	Capt Morgan	TM 21-250
6	Physical Exercise 18/24	PE	Company Commander	Place - Company Area
<u>Fri 5 Dec</u>				
1	Examination 5/8	E	Lt Luke	As previously listed
2	Examination Review 6/8	C	Lt Luke	
3	Technique of Instruction 4/23 (Factors of Learning)	C	Capt Morgan	TM 21-250
4	Technique of Instruction 5/23 (Methods)	C	Capt Long	TM 21-250
5	Technique of Instruction 6/23 (Methods)	C	Capt Long	TM 21-250
6	Technique of Instruction 7/23 (The Instructor)	C	Capt Morgan	TM 21-250

* Visual Training Aids

FOR THE ASSISTANT COMMANDANT:

- 130 -

/s/ Perry M Dixon
 PERRY M DIXON
 Major, AGD
 School Secretary

APPENDIX F
POSITION DESCRIPTIONS
FOR KEY CIVILIAN EMPLOYEES

POSITION DESCRIPTION FOR
PSYCHO-EDUCATIONAL ADVISER

A. Supervision Received

1. Incumbent serves under the general administrative supervision of the Commandant and the Assistant Commandant of The Adjutant General's School but with full and independent responsibility and freedom in the discharge of scientific and professional activities described below.

B. Duties and Responsibilities

1. Incumbent in his position as Psycho-Educational Adviser to The Adjutant General's School is responsible for rendering competent advice to the Commandant, the Assistant Commandant, and the staff and faculty concerning a wide variety of psychological, educational, and statistical matters arising in connection with the operation of the School and in the planning, supervision, and conduct of research related thereto.

2. The mission of The Adjutant General's School may be stated as:

a. The training of enlisted and officer personnel for subsequent duties in various MOS's which are primary functions of The Adjutant General's Department.

b. The training of officers for staff and administrative positions as Adjutants General at division or comparable level of Army organization.

c. The writing and issuing of various official Army publications as directed by higher authority.

d. The conduct of extension work to promote interest and increased effectiveness in military functions among the civilian reserve components of The Adjutant General's Department.

3. In the discharge of his responsibilities the incumbent performs specific duties:

a. Provides competent advice to the Commandant and Assistant Commandant on such problems as:

- (1) Selection and training of instructors.
- (2) Organization of the various programs of instruction at the School, with special reference to maximizing conditions for effective learning.
- (3) Evaluation of student potentialities and efficiencies upon admission and development of appropriate measures for the utilization or remediation of such.
- (4) Development of appropriate measures for diagnostic and remedial procedures in connection with the educational counseling of students.
- (5) Evaluation of the effectiveness of instructional techniques and of individual instructors.
- (6) Methods for increasing effectiveness of instructional techniques and of individual instructors.
- (7) Types and methods of evaluating student progress and achievement.
- (8) Implementing accepted training doctrine with appropriate instructional methods and techniques to promote effective learning.

b. Counsels and assists members of the staff and faculty in the choice of the most effective methods for the presentation of specific lessons; preparation of materials; use of instructional aids; choice of examining procedures; and related problems.

c. Plans, supervises and may conduct research studies designed to help the School improve:

- (1) Methods and techniques of instruction.
- (2) Selection and training of instructors.
- (3) Selection and placement of students.
- (4) Evaluation of student progress and achievement.
- (5) Related problems.

d. Maintains liaison with other Army schools; civilian educational institutions; professional educational, psychological, and statistical organizations; and others, for the purpose of keeping the School and its staff and faculty informed of new developments applicable to the conduct of the School, and for the purpose of promoting good relations for the School.

e. Writes articles for military and civilian technical and professional journals for the purpose of keeping others informed regarding current military training doctrine and methodology.

C. Supervision Exercised

Incumbent exercises professional supervision over such personnel who may be assisting him from time to time.

D. Suggested Qualifications

1. Male.
2. Age - 30-45 years.
3. Ph.D. degree or equivalent in psychology with substantial training in educational psychology, statistical methods, tests and measurements, and student personnel psychology.
4. Must have experience as teacher in a civilian college or university.
5. Experience in planning, conduct or supervision of psychological and educational research relevant to duties specified.
6. Recognized professional status as evidenced by membership and active participation in relevant professional and scientific organizations.
7. Experience in relevant jobs in or for military installations.
8. The primary requisite for this position after professional competence is assured is an intense interest in the kind of work to be performed, i.e., producing and trying out new ideas for the conduct of an educational organization dedicated to maximizing opportunities for learning. Ability and willingness to work cooperatively with others is an absolutely necessary requirement.

POSITION DESCRIPTION FOR
PERSONNEL TECHNICIAN - TESTS AND MEASUREMENTS

A. Supervision received

Incumbent serves under the general administrative and policy supervision of the Commandant and Assistant Commandant of The Adjutant General's School, but exercises his own professional initiative and judgment in the discharge of his duties and responsibilities.

B. Duties and responsibilities

1. As Personnel Technician in Tests and Measurements incumbent engages in formulation of plans for and conduct of research studies related to the development, evaluation and installation of improved devices in test construction, rating scales, and other personnel evaluation instruments necessary for the improvement of instructional content and methods; and evaluation of student achievement. Most of his work will require the closest collaboration with the instructors in the construction of tests which fully reflect the mission and the content of the various programs of instruction.

2. The largest part of incumbent's time is devoted to School-wide duties as follows:

a. Is responsible for the preparation of inventory tests for incoming classes to aid in developing more adequate selection techniques, and for planning modifications in detailed programs of instruction on the basis of diagnostic analyses of test results.

b. Constructs diagnostic tests to locate individual deficiencies in order to aid instructors in applying individual remedial measures.

c. Constructs achievement tests wherever required as both an aid to improvement of instruction and as a means of evaluating student progress.

d. Participates in the preparation of rating devices.

e. Analyzes achievement test responses for the purpose of aiding in improvement of instructional methods and pointing out areas where remedial teaching is necessary.

f. Selects or develops adequate objective criteria for validation purposes.

g. Selects or formulates appropriate statistical procedures for analyzing test items and for obtaining measures of reliability and validity for various personnel evaluation instruments, and supervises assistants engaged in such procedures.

h. Conducts research on the development of new tools and devices for the improvement of testing and rating techniques practiced at the School, and is in constant touch with scientific research in the field for the purpose of applying new improvements as they are developed.

i. Participates in the construction of such objective tests for the Extension Department of the School as are deemed necessary.

j. Writes occasional articles for journals, both military and civilian, in appropriate professional fields.

k. Maintains liaison with appropriate civilian educational institutions, professional and scientific societies for the purposes of promoting desirable relations between the School and the above-mentioned groups and of introducing sound advances in the principles and procedures of testing and measurement.

1. Serves as expert consultant to instructors in the construction and scoring of tests, and interpretation of test data.

m. Performs such other School-wide duties as may be assigned by the Commandant or Assistant Commandant within the area of his specialization.

3. In the Instructor Guidance Program, incumbent will present units of instruction in construction of tests, rating scales, and other personnel measurement devices; principles of objective testing; methods of scoring; and interpretation of test data.

C. Supervision Exercised

Civilian clerical and enlisted military personnel as required.

D. Requirements

1. Male.
2. Age - 30-50 years.
3. Ph.D. degree or equivalent with major training in personnel or educational testing.
4. Experience as a teacher in tests and measurements at the college level.
5. Experience in the construction and analysis of tests.

POSITION DESCRIPTION
FOR LIBRARIAN

A. Supervision Received

Incumbent serves under the general administrative and policy supervision of the Commandant and Assistant Commandant of The Adjutant General's School but is required to exercise full and final responsibility for the operation of the School Library.

B. Duties and Responsibilities

1. As Librarian of The Adjutant General's School Library, incumbent is responsible for maintaining and operating it as a tool of instruction and research for the staff and faculty and students of the School. In the discharge of these responsibilities incumbent performs the following duties:

- a. Organizes and administers the personnel and facilities of the library to secure maximum efficiency and effectiveness and makes such revisions as experience dictates.
- b. In conjunction with the Library Committee of the School, anticipates the needs for and procures books, journals, documents, and source materials of all kinds for both instructional and research purposes and establishes procedures for anticipating such needs.
- c. Supervises the analysis and classification of such documents as may be received by the Library and maintains adequately cross-referenced and indexed archives of such documents.
- d. Cooperates with staff, faculty, and students in locating and obtaining special materials from other libraries and miscellaneous sources as needed for special purposes.
- e. Recruits, employs, and supervises civilian assistant librarians as needed.
- f. Supervises the technical professional activities of military library personnel.
- g. Promotes and engages in in-service training of all library personnel, especially in their function as research assistants to students and instructors of the School.
- h. In conjunction with the Library Committee of the School, prepares and submits plans and estimates (budgetary, personnel, facility) for future library needs.
1. Is responsible for preparation of special bibliographies for staff and students for use in
 - (1) preparation by instructors and
 - (2) study activities of students
- j. Develops techniques for more effective use of the library such as special reserve shelves of material relevant to current study topics, special displays, and the like.
- k. Serves as a member of the library committee.
- l. Maintains an information service for the use of the public relations and liaison officers or of such other representatives of the School as are called upon by outside organizations for informational material.

m. Prepares manuals for the guidance of students and instructors on the facilities and archives of the library, with suggestions for making most effective use of them.

n. Maintains an information service for both faculty and students on all matters of military interest.

C. Supervision Exercised

Incumbent exercises professional, technical, and policy supervision over all library personnel and administrative supervision over any civilian employees.

D. Requirements

1. Male.
2. Age 30-50 years.
3. Graduate training in library service and management.
4. Experience in a library devoted primarily to instructional and research activities.

POSITION DESCRIPTION FOR
INSTRUCTIONAL AIDS SUPERVISOR

A. Supervision Received

Incumbent serves under the general administrative and policy supervision of the Commandant and Assistant Commandant of The Adjutant General's School but is required to exercise full and final responsibility for the administration and operation of the Instructional Aids Section.

B. Duties and Responsibilities

1. As Instructional Aids Supervisor at The Adjutant General's School, incumbent is responsible for the administration and operation of the Instructional Aids Section as an integral part of the various programs of instruction at the School. In the discharge of these responsibilities incumbent performs the following duties:

a. Organizes and administers the personnel and facilities of the Instructional Aids Section to secure maximum efficiency and effectiveness and makes such revisions as experience dictates.

b. Anticipates the needs for and procures materials and supplies needed for the construction or adaptation of various instructional aids and establishes procedures for anticipating such needs.

c. Supervises the analysis and classification of instructional aids and maintains adequately cross-referenced and indexed catalogues of such aids both centrally and at convenient decentralized locations at the School.

d. Cooperates with staff and faculty in locating and obtaining special materials from various sources as needed for special purposes.

e. Serves as expert consultant to instructors in the planning, development, and use of various instructional aids.

f. In the Instructor Guidance Program, incumbent will present units of instruction in the planning, development, and use of instructional aids.

g. Maintains liaison with appropriate civilian educational agencies and other Army installations for the purpose of promoting desirable relations between the School and such agencies in the interest of introducing sound advances in the principles, development, and use of various instructional aids.

h. Recruits, employs, and supervises civilian technicians as needed.

i. Supervises the technical activities of such military personnel as are assigned to the Instructional Aids Section.

j. Promotes and engages in in-service training of personnel in the Instructional Aids Section in the interest of improving their technical competence in the construction of instructional aids.

k. Promotes a high level of technical competence and morale of all personnel in the Instructional Aids Section.

l. Prepares and submits plans and estimates (budgetary, personnel, and facility) for future needs of the Instructional Aids Section.

m. Is responsible for the preparation of special materials on instructional aids for the use of instructors.

n. Develops techniques for the more effective use of instructional aids.

o. Writes occasional articles for journals, both military and civilian, on the place and use of instructional aids in an educational program.

p. Performs such other School-wide duties as may be assigned by the Commandant or Assistant Commandant within the area of his specialization.

C. Supervision Exercised

Incumbent exercises technical and policy supervision over military personnel of the Instructional Aids Section and administrative supervision over any civilian employees. Personnel of the section includes specialists in drawing; wood-working; photography, sound recording and reproducing; motion picture projection; painting; mimeographing; and handicraft arts.

D. Requirements

1. Male.

2. Age 30-50.

3. Professional training in planning, development, preparation, and use of various instructional aids, to include: drawing; wood-working; handicraft arts; photography, sound recording and reproducing; motion picture projection; various methods of reproducing written materials; and the like.

4. Experience in the development of instructional aids (either in a civilian or a military school, or both).

POSITION DESCRIPTION FOR INSTRUCTOR

A. Supervision Received

Incumbent serves under the general administrative and policy supervision of the Commandant or Assistant Commandant of The Adjutant General's School but with full responsibility for his own professional-technical activities. While serving in an instructional capacity in a Department of the School, incumbent reports directly to the Head of that Department for over-all coordination and approval of training doctrine.

B. Duties and Responsibilities

1. The duties and responsibilities of an instructor's position are divided into two main areas, namely, college-wide duties and responsibilities, and instruction in the department to which he is assigned.

2. College-wide duties and responsibilities include (approximately 50% of the time):

a. Serves as expert consultant to all other members of the staff and faculty on questions in the area of his specialization, aiding them in incorporating approved training doctrine in his area into their instructional and research activities.

b. Serves as expert adviser for his area of specialization to the Analysis and Review Section of the School.

c. Serves as a member of various faculty committees when designated to do so, such as examination committees; library committee; curriculum committees; analysis and review committees; and such other special committees as may be appointed by the Commandant or Assistant Commandant to assist them in formulating various matters of educational policy for the School.

d. Supervises the collection, processing, and computation of data in the area of his specialization as required for the School.

e. Conducts independent studies and research aimed at revision of training doctrine with respect to the military use of knowledge in the area of his specialization.

f. Writes occasional articles for military and civilian publications on subjects appropriate to his field of specialization.

g. Is responsible for maintaining liaison with appropriate military and civilian educational institutions; professional and scientific societies; appropriate business, commercial, and industrial organizations; and other government agencies for the purposes of

(1) Keeping the School informed about developments in his area of specialization.

(2) Promoting desirable relationships between the School (and the Army) and above-named groups.

h. From time to time prepares special lectures for delivery at other military installations, e.g., The Quartermaster School, The Engineers School, and the like.

i. From time to time prepares special lectures for delivery to various civilian organizations on approved topics related to his area of specialization.

3. Instruction in the department to which he is assigned including (approximately 50% of the time):

a. The necessary research and preparation to present units of instruction in his area of specialization.

b. The actual presentation from time to time of approved units of instruction in his area of specialization in the various programs of instruction at the School.

c. The preparation of units of instruction in his area of specialization for inclusion in correspondence courses being developed at the School.

C. Supervision Exercised

Civilian clerical and enlisted military personnel as required for the performance of his responsibilities.

D. Requirements

1. Male.
2. Age 30-50 years.
3. Ph.D. or its equivalent in his area of specialization with major emphasis upon the sub-fields of knowledge required for instruction at the School.
4. Experience as a teacher at the college level.
5. Experience in a position involving use of knowledge in his area of specialization for a military organization is desirable.

POSITION DESCRIPTION
FOR EDUCATIONAL COUNSELOR

A. Supervision Received

Incumbent serves under the general administrative and policy supervision of the Commandant or Assistant Commandant but exercises his own professional initiative and judgment in the discharge of his duties and responsibilities.

B. Duties and Responsibilities

1. As Educational Counselor incumbent engages in formulation of plans for and conduct of diagnostic and remedial measures for students encountering academic difficulties in the various programs of instruction at the School. In doing so, he performs the following specific duties:

a. Selects, administers, and interprets appropriate tests of a diagnostic nature for individual students referred to him by various faculty advisers.

b. Examines military records and interviews individual students to obtain all background information necessary to understand particular problems of adjustment.

c. Refers problems of adjustment with appropriate explanations to medical authorities when they are of a nature which requires medical attention.

d. With appropriate explanations, recommends to proper authorities at the School personnel dispositions such as reassignment, transfer, discharges, reclassification, and other appropriate personnel actions in the case of students where administrative action appears warranted.

e. Conducts or directs remedial programs for students to correct deficiencies which are amenable to correction while the student is at the School such as: faulty study habits; reading disabilities; arithmetic disabilities; inadequate preparation in certain subject-matter fields or in military training; and personal maladjustments of a minor nature which can be handled without recourse to medical personnel.

f. Counsels with students about various educational problems and renders necessary guidance to them.

g. Coordinates the faculty advisory system and gives in-service training to instructors chosen to serve as faculty advisers to students.

h. In the Instructor Guidance Program, incumbent will present units of instruction in educational counseling and guidance.

i. Maintains liaison with appropriate civilian educational institutions, professional and scientific societies for the purpose of promoting desirable relations between the School and the above-mentioned groups and of introducing sound advances in the principles and procedures of educational counseling and guidance.

j. Recruits, employs and supervises such assistant educational counselors as may be needed.

k. Supervises the technical-professional activities of military personnel who may be assigned to assist him in interviewing, testing, and counseling students.

l. Prepares such materials as may be needed to acquaint instructors and students with the functioning of the faculty advisory system and the educational guidance program of the School.

m. Writes occasional articles for journals, both military and civilian, in appropriate professional fields.

n. Performs such other School-wide duties as may be assigned by the Commandant or Assistant Commandant within the area of his specialization.

C. Supervision Exercised

Incumbent exercises professional, technical, and policy supervision over all military personnel as may be assigned to assist him in the performance of his duties. Exercises administrative supervision over civilian employees, both professional assistants and clerical staff.

D. Requirements

1. Male.
2. Age 30-50.
3. Ph.D. or equivalent in psychology with substantial training in educational counseling and guidance.
4. Experience as an educational counselor in a civilian educational institution.
5. Experience in counseling in or for a military organization would be desirable.
6. Incumbent must possess appropriate personal characteristics to be capable of winning the confidence and respect of students and instructors.

APPENDIX G

SAMPLE OUTLINE OF A PROGRAM OF INSTRUCTION

SUMMARY
ENLISTED PERSONNEL MANAGEMENT COURSE (MOS 290)
(6 weeks, 180 periods)

<u>SUBJECT</u>	<u>PERIODS</u>
1. PURPOSES AND TECHNIQUES OF CIVILIAN AND MILITARY PERSONNEL MANAGEMENT.	7
a. Orientation and Motivation to Personnel Management.	(3)
b. Introduction to Personnel Management.	(4)
2. PERSONNEL RECORDS	14
a. Soldiers' Qualification Cards	(4)
b. Officers' Qualification Cards	(4)
c. Service Record.	(2)
d. Strength Accounting Records	(4)
3. PSYCHOLOGY AND TESTING.	14
a. Role of the Military Psychologist	(1)
b. Individual Differences and the Psychology of Adjustments.	(5)
c. Personnel Tests and Measurements.	(4)
d. Army Testing Program.	(4)
4. PERSONNEL PROCEDURES IN THE MANAGEMENT OF MILITARY PERSONNEL TECHNIQUES AND METHODS.	35
a. Civilian and Military Occupational Specialties.	(4)
b. Job Analysis.	(6)
c. Dictionary of Occupational Titles	(4)
d. Personnel Selection and Placement	(4)
e. Personnel Allowance Devices	(3)
f. Personal Affairs.	(5)
g. Organization and Activation of AGF Units.	(4)
h. Separation and Retirement	(3)
i. Assignment Directives and Controls.	(2)
5. APPLICATION	22
a. Recruiting.	(2)
b. Training Centers.	(7)
c. Replacement System.	(6)
d. Field Units	(5)
e. Career Guidance Program	(2)
6. PERSONNEL MANAGEMENT OFFICE PROCEDURES.	9
a. Filing.	(1)
b. Use of Military Publications.	(2)
c. Orders.	(2)
d. Correspondence.	(2)
e. Work Measurement and Simplification	(2)
7. APPLIED PERSONNEL MANAGEMENT.	19
a. General Problems in Management.	(6)
b. Audit Teams	(1)
c. Role of the 290 in Personnel Management	(6)
d. Supervised Study and Special Group Problems	(3)
e. Personnel Research and Procedures Branch, AGO	(3)
8. TYPING.	16
9. TROOP INFORMATION	6
10. PHYSICAL EXERCISE	18
11. EXAMINATIONS AND DISCUSSIONS.	12
12. RESERVED FOR THE COMMANDANT	8
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